INTERAGENCY RESOURCE MANAGEMENT COMMITTEE
2019 ANNUAL REPORT

Annual Report to the Governor, General Assembly
and the Interagency Resource Management Committee

April 2020

Creating high-quality learning environments for Delaware's children

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Delaware
Department of Education

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Susan S. Bunting, Ed.D.
Secretary of Education
Voice: (302) 735-4000
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April 14, 2020

The Honorable John C. Carney, Jr.
Office of the Governor
Tatnall Building, 2nd Floor
150 Martin Luther King, Jr. Boulevard
Dover, DE 19901

Dear Governor Carney,

As Chair of the Interagency Resource Management Committee (IRMC), it is my pleasure to provide the enclosed annual report detailing various initiatives carried out in 2019 by the Delaware Early Childhood Council (DECC).

The collaborative partnerships between the Department of Education, the Department of Health and Social Services, and the Department of Services for Children, Youth and Their Families, as well as our many partners, have allowed for a coordinated approach to improving services for Delaware's children. Together we will continue to educate and inform, while creating and executing policies that provide the most beneficial early foundation for Delaware's young children.

The IRMC is committed to working with DECC on its 2020 priorities, especially the realigned governance structure that we hope will allow for better-coordinated early childhood services for children and their families.

Sincerely,

Susan S. Bunting, Ed.D.
Secretary of Education

cc: David McBride, President Pro Tempore of the Senate
Peter C. Schwartzkopf, Speaker of the House

THE DELAWARE DEPARTMENT OF EDUCATION IS AN EQUAL OPPORTUNITY EMPLOYER. IT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, GENDER IDENTITY, MARITAL STATUS, DISABILITY, AGE, GENETIC INFORMATION, OR VETERAN'S STATUS IN EMPLOYMENT, OR ITS PROGRAMS AND ACTIVITIES.

Delaware Early Childhood Council

The Delaware Early Childhood Council is pleased to work with the IRMC and the agencies represented to make progress toward our vision for a comprehensive system of early childhood services. The Council is a governor-appointed advisory body made up of non-government and government representatives across the state. We focus on issues impacting children birth to age 8 and their families. This holistic, two-generation focus is intended to address systemic issues, policies, funding, data systems, and other factors to support high-quality services to support families.

Early learning continues to be a priority of state leaders, the business and philanthropic community, and community partners. Research has demonstrated what an important foundation the early years are for success in life—and we have seen firsthand in Delaware the impact early investments can have.

The Council is committed to working in partnership, making data-driven decisions, and learning from other states and regions to best serve families in Delaware. This year, we have had the opportunity to conduct a needs assessment and develop a new 5-year strategic plan, with support from federal Preschool Development Grant funds. The needs assessment has affirmed many of our priorities—including access to quality child care and holistic supports; mental health support; support for the workforce; and support to navigate the system including registering for Kindergarten and identifying the right services —and identified new opportunities for our state, including data system integration and closed loop referral systems.

We are excited to celebrate some exciting progress this year, including increased investments in the child care subsidy (Purchase of Care) and our quality rating and improvement system (Stars); alignment of Stars and child care licensing under the Department of Education through legislation; a Healthy Steps pilot underway at Nemours pediatric practices; and a proposed increase in our state Pre-K program for the first time since it was created.

Many thanks to our partners, including those listed in this report and those we hold joint meetings with including the Wilmington Early Care and Education Council, Sussex Early Childhood Council, and the Delaware Readiness Teams. We look forward to many more years of partnership to support Delaware's young children, to increase quality of life and equitable outcomes, and to build our state's future, together.

Sincerely,

Madeleine Bayard

Madeleine Bayard
Chair, Early Childhood Council

State of Delaware

DSCYF
Department of Services for Children, Youth & Their Families

Engage families and communities to promote the safety and well-being of children through prevention, intervention, treatment and rehabilitative services.

Office of the Secretary • *Josette D. Manning* • *302-633-2500*

February 11, 2020

Dear Governor Carney,

It is my pleasure to join my fellow Interagency Resource Management Committee (IRMC) members in presenting you with the annual report for 2019. It has been an exciting and productive year in the world of early childhood education, and the Department of Services for Children, Youth & Their Families (DSCYF) is happy to be a partner in continuing that work.

The mission of DSCYF is to engage families and communities to ensure the safety and well-being of children through prevention, intervention, treatment and rehabilitative services. Our partners on the IRMC recognize that this mission cannot be realized without collaboration and coordination at the state level.

Over the past year, the IRMC has played a key role in overseeing the implementation of the federal Preschool Development Grant, which awarded funds towards a needs assessment and strategic planning for the future of our birth-to-five system in Delaware. DSCYF has been proud to participate in that work, as well as the effort towards centralizing and streamlining early childhood governance through the transfer of the Office of Child Care Licensing to the Department of Education, which will take place this July 1st.

DSCYF and our partners on the IRMC recognize that success in early childhood is the foundation for the rest of a child's life, and none of our broader statewide efforts will take hold unless we prioritize the needs of our youngest learners.

Sincerely,

Josette D. Manning
Cabinet Secretary
Department of Services for Children, Youth and Their Families

Delaware Youth and Family Center
1825 Faulkland Road, Wilmington, Delaware 19805

Delaware Health and Social Services

Office of the Secretary

1901 N. DUPONT HIGHWAY, NEW CASTLE, DE 19720 * TELEPHONE: 302-255-9040 FAX: 302-255-4429

February 4, 2020

The Honorable John C. Carney
Governor
Tatnall Building
150 Martin Luther King Jr. Blvd. South
Dover, DE 19901

Dear Governor Carney:

As a member of the Interagency Resource Management Committee (IRMC), I join with Secretary Bunting and the rest of the Committee in providing this Annual Report, which features the accomplishments of the Delaware Early Childhood Council (DECC).

Supporting families and children is one of the priorities that the Department of Health and Social Services (DHSS) shares with the members of DECC, the Family Services Cabinet Council, First Lady Tracey Quillen Carney, and you. Within the DECC, our Division of Social Services (DSS) continues to work with our partner agencies, because as you said in your State of the State, "the future of our state depends on the success of our children."

In the past year, the DSS Child Care Subsidy program, called Purchase of Care (POC), has added three additional child care monitors to its team, allowing DSS now to conduct annual site visits, as well as follow-up visits to more than 855 POC providers statewide. In addition, DSS is providing information to families at intake about the importance of developmental screening. It has participated in a workgroup that will provide child care providers with training and other resources to reduce suspensions and expulsions.

DSS also joined with other state agencies, including the Office of Child Care Licensing and Delaware Stars, in hosting integrity meetings with early care and education professionals to ensure that federal and state taxpayer dollars are spent appropriately. DSS is collaborating with the Department of Education (DOE) in seeking proposals for innovative training and education efforts to be funded through more than $10 million in federal Child Care and Development Fund (CCDF) discretionary funding. Finally, DSS has increased outreach to POC providers statewide, including launching a listserv for immediate communication.

At the Department of Health and Social Services, we look forward to continuing our important partnership with the Delaware Early Childhood Council and our support of Delaware families so that all children can have the opportunity to reach their full potential.

Sincerely,

Kara Odom Walker, MD, MPH, MSHS
Cabinet Secretary

summercollab

March 6, 2020

The Honorable John C. Carney
Governor
Tatnall Building
150 Martin Luther King Jr. Blvd. South
Dover, DE 19901

Dear Governor Carney,

As chair of the Extended Learning Opportunities Subcommittee (ELOS), I am honored to join my colleagues of the Interagency Resource Management Committee (IRMC) in presenting you with the 2019 annual report.

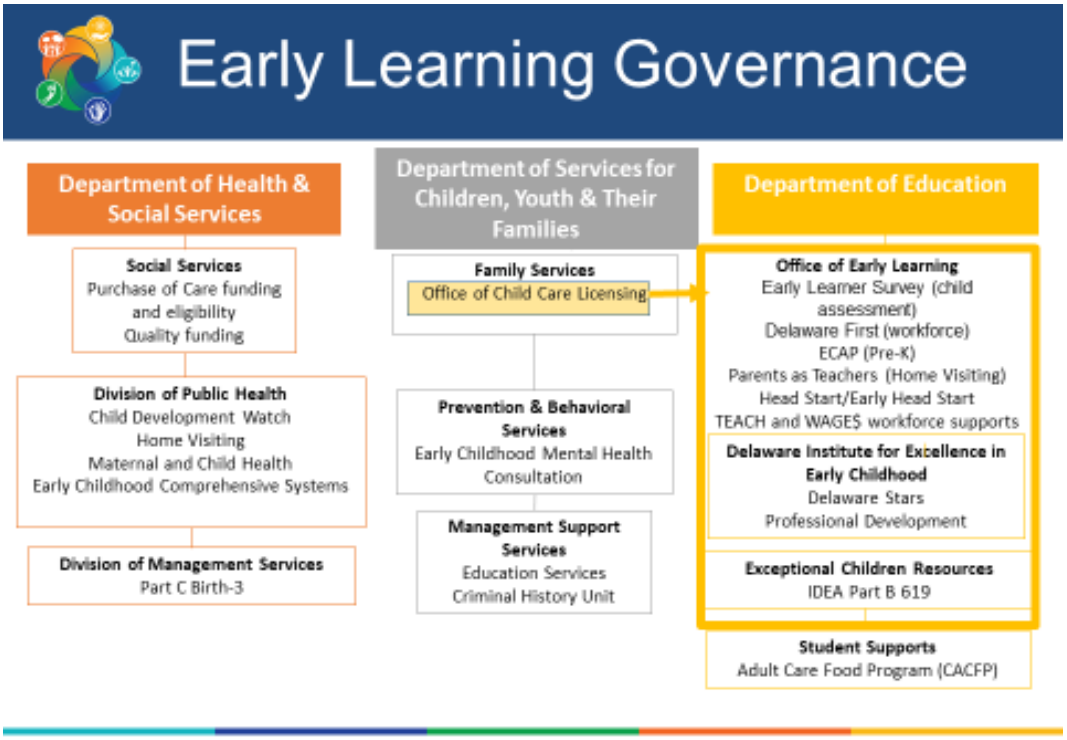
The ELOS was established to oversee coordination, research, and planning statewide for before and after school and summer learning programs for school-age children. Many IRMC members and partners have contributed to the body of research in the area of extended learning opportunities. The SAIL Task Force, the Delaware Afterschool Network, the Institute for Public Administration, the Delaware Early Childhood Council, and others have laid the groundwork for this subcommittee. In the last year, multiple reports have highlighted the need for deeper understanding and coordination of extended learning services and funding in our state.

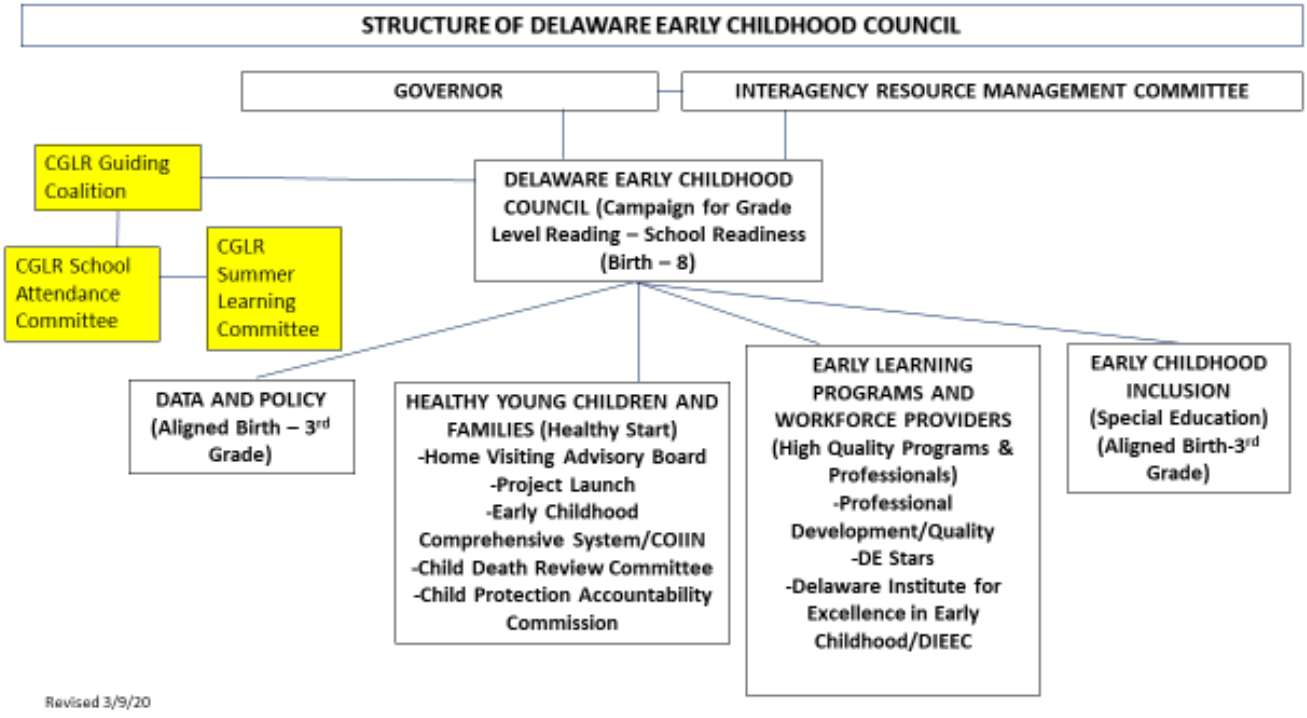
As a newly created committee, the ELOS is committed to engaging in this critical work with our partners to help eliminate barriers for our children and families to access quality extended learning opportunities. With you as a champion, we can build on recent work to develop program and evaluation standards and make recommendations for funding protocols.

We look forward to continuing this work and are dedicated to providing sustainable solutions that set our Delaware children and families up for life-long success.

Sincerely,

Candice N. Buchanan
President
The Summer Learning Collaborative


Early Learning Governance
Department of Health & Social Services
Social Services
Purchase of Care funding and eligibility
Quality funding
Division of Public Health
Child Development Watch
Home Visiting
Maternal and Child Health
Early Childhood Comprehensive Systems
Division of Management Services
Part C Birth-3
Department of Services for Children, Youth & Their Families
Family Services
Office of Child Care Licensing
Prevention & Behavioral Services
Early Childhood Mental Health Consultation
Management Support Services
Education Services
Criminal History Unit
Department of Education
Office of Early Learning
Early Learner Survey (child assessment)
Delaware First (workforce)
ECAP (Pre-K)
Parents as Teachers (Home Visiting)
Head Start/Early Head Start
TEACH and WAGE$ workforce supports
Delaware Institute for Excellence in Early Childhood
Delaware Stars
Professional Development
Exceptional Children Resources
IDEA Part B 619
Student Supports
Adult Care Food Program (CACFP)


STRUCTURE OF DELAWARE EARLY CHILDHOOD COUNCIL
GOVERNOR
INTERAGENCY RESOURCE MANAGEMENT COMMITTEE
CGLR Guiding Coalition
DELAWARE EARLY CHILDHOOD COUNCIL (Campaign for Grade Level Reading – School Readiness (Birth – 8)
CGLR School Attendance Committee
CGLR Summer Learning Committee
DATA AND POLICY (Aligned Birth – 3rd Grade)
HEALTHY YOUNG CHILDREN AND FAMILIES (Healthy Start)
-Home Visiting Advisory Board
-Project Launch
-Early Childhood Comprehensive System/COIIN
-Child Death Review Committee
-Child Protection Accountability Commission
EARLY LEARNING PROGRAMS AND WORKFORCE PROVIDERS (High Quality Programs & Professionals)
-Professional Development/Quality
-DE Stars
-Delaware Institute for Excellence in Early Childhood/DIEEC
EARLY CHILDHOOD INCLUSION (Special Education) (Aligned Birth-3rd Grade)
Revised 3/9/20

TITLE 14, DELAWARE CODE, CHAPTER 30
RESPONSIBILITIES OF THE INTERAGENCY RESOURCE MANAGEMENT COMMITTEE (IRMC) AND THE DELAWARE EARLY CHILDHOOD COUNCIL (DECC)

§ 3001 State Early Childhood Education Program [Effective until July 1, 2020].*

(a) The Department of Education shall be authorized to provide early childhood educational services to eligible children, which shall include preschool age children who live in poverty, using such funds as are appropriated by the General Assembly for that purpose.

(b) The Department of Education shall provide the early childhood educational services by contracting with public and private providers, including, but not limited to, providers administering federal Head Start programs within the State; provided however, that state funds paid to such contracting providers shall not be used to supplant state and/or federally funded programs or to make a federal Head Start provider ineligible for a Head Start expansion grant. All contracts may be in place for a period not to exceed 3 years; provided that there is sufficient funding contained within the annual appropriations act and the contractor adheres to the required Head Start performance standards, which include parental involvement and receipt of acceptable monitoring results which will be completed at least once during the contract period.

(c) Each contracting provider will be required to establish written agreements within the provider's respective service area with their local Head Start and/or other Early Childhood Initiative contracting provider as well as the local school district, to address issues including, but not limited to, service areas, recruitment, transition of children and families and sharing resources and information.

(d) The Department of Education shall establish Delaware Stars for Early Success, a quality rating and improvement system. Such rating system shall measure the level of quality of service provided by an early care and education program to safeguard and ensure the growth, development, and learning of the children. The rating and improvement system shall:

(1) Establish quality standards that build upon the child care licensing regulations and include quality standards in the categories of learning environment and curriculum, qualifications and professional development, family and community partnerships, and management and administration.

(2) Ensure that the standards are based on research on best practice related to early care and education and that support children in being physically and emotionally healthy and eager to learn.

(3) Inform families and other purchasers of early care and education about the level of quality in a simple and easy-to-understand manner.

(4) Develop a quality improvement plan that informs participating early care and education programs of their strengths, weaknesses and strategies to improve the quality of their programs.

(5) Target resources to support and recognize programs as they work on implementing improvement plans and increasing the quality of services to children and families.

(6) Provide professional development and technical assistance to assist programs in accomplishing targeted improvements.

(7) Establish public-private partnerships to implement and sustain the quality rating and improvement system including state agencies, higher education, adult education programs, early childhood organizations and community based agencies.

(8) Evaluate Delaware Stars for Early Success to ensure continuous improvement of the system.

(e) The Interagency Resource Management Committee (IRMC) shall have administrative responsibility for all appropriations made to the Department of Education pursuant to this section. Such administrative responsibility shall include, but not be limited to:

(1) Determining unserved and underserved areas within the State, to be addressed in any given year. Such identified areas will be specified within the Request for Proposal (RFP) issued to prospective providers;

(2) Reviewing, recommending and disbursing grant awards for contracts to qualifying providers to deliver early childhood educational services to preschool-age children who live in poverty;

(3) Reallocating unobligated or unspent appropriations made to the Department of Education pursuant to this section; and

(4) Verifying that the contracting providers use state funds paid to them for the purposes specified in their contracts.

(f) All public and private providers contracting with the Department of Education pursuant to this section shall ensure that each and every employee receives a minimum of 1 hour of training every year in the detection and reporting of child abuse. Such training, and all materials used in such training, shall be prepared by the Division of Family Services.

§ 3001 State Early Childhood Education Program [Effective July 1, 2020].*

(a) The Department of Education shall be authorized to provide early childhood educational services to eligible children, which shall include preschool age children who live in poverty, using such funds as are appropriated by the General Assembly for that purpose.

(b) The Department of Education shall provide the early childhood educational services by contracting with public and private providers, including, but not limited to, providers administering federal Head Start programs within the State; provided however, that state funds paid to such contracting providers shall not be used to supplant state and/or federally funded programs or to make a federal Head Start provider ineligible for a Head Start expansion grant. All contracts may be in place for a period not to exceed 3 years; provided that there is sufficient funding contained within the annual appropriations act and the contractor adheres to the required Head Start performance standards, which include parental involvement and receipt of acceptable monitoring results which will be completed at least once during the contract period.

(c) Each contracting provider will be required to establish written agreements within the provider's respective service area with their local Head Start and/or other Early Childhood Initiative contracting provider as well as the local school district, to address issues including, but not limited to, service areas, recruitment, transition of children and families and sharing resources and information.

(d) The Department of Education shall establish Delaware Stars for Early Success, a quality rating and improvement system. Such rating system shall measure the level of quality of service provided by an early care and education program to safeguard and ensure the growth, development, and learning of the children. The rating and improvement system shall:

(1) Establish quality standards that build upon the child care licensing regulations and include quality standards in the categories of learning environment and curriculum, qualifications and professional development, family and community partnerships, and management and administration. The Department of Education shall ensure that Delaware Stars for Early Success standards are consistent with the regulations of the Office of Child Care Licensing.

(2) Ensure that the standards are based on research on best practice related to early care and education and that support children in being physically and emotionally healthy and eager to learn.

(3) Inform families and other purchasers of early care and education about the level of quality in a simple and easy-to-understand manner.

(4) Develop a quality improvement plan that informs participating early care and education programs of their strengths, weaknesses and strategies to improve the quality of their programs.

(5) Target resources to support and recognize programs as they work on implementing improvement plans and increasing the quality of services to children and families.

(6) Provide professional development and technical assistance to assist programs in accomplishing targeted improvements.

(7) Establish public-private partnerships to implement and sustain the quality rating and improvement system including state agencies, higher education, adult education programs, early childhood organizations and community based agencies.

(8) Evaluate Delaware Stars for Early Success to ensure continuous improvement of the system.

(e) The Interagency Resource Management Committee (IRMC) shall have administrative responsibility for all appropriations made to the Department of Education pursuant to this section. Such administrative responsibility shall include, but not be limited to:

(1) Determining unserved and underserved areas within the State, to be addressed in any given year. Such identified areas will be specified within the Request for Proposal (RFP) issued to prospective providers;

(2) Reviewing, recommending and disbursing grant awards for contracts to qualifying providers to deliver early childhood educational services to preschool-age children who live in poverty;

(3) Reallocating unobligated or unspent appropriations made to the Department of Education pursuant to this section; and

(4) Verifying that the contracting providers use state funds paid to them for the purposes specified in their contracts.

(f) All public and private providers contracting with the Department of Education pursuant to this section shall ensure that each and every employee receives a minimum of 1 hour of training every year in the detection and reporting of child abuse. Such training, and all materials used in such training, shall be prepared by the Division of Family Services.

Note: There are two subsections for §3001 above. The first one is in effect until July 1, 2020, while the second one is in effect after July 1, 2020. The language in the latter §3001 moves the Office of Child Care Licensing to the Department of Education, which occurred in 2019.

§ 3002 Early Childhood Council.

(a) The Delaware Early Childhood Council (ECC) shall be the State Advisory Council on Early Childhood for children from birth to 8 years of age, and carry out all such functions designated in the federal Improving Head Start for School Readiness Act of 2007 [P.L. 110-134] et seq., and those functions designated herein and those assigned by the Governor, the General Assembly, and the Interagency Resource Management Committee (IRMC), provided sufficient moneys are available from the annual State appropriations act, federal funding, private funding, or a combination thereof.

(b) The ECC shall be comprised primarily of private sector members but shall include all representatives as designated in the above-referenced federal legislation and shall advise the Governor and General Assembly on a continuing basis, working with the IRMC, concerning the status and improvement of services of the early childhood sector and the implementation of the State's early childhood strategic plan. In addition to any responsibilities assigned by the Governor through the IRMC, the Delaware Early Childhood Council shall make recommendations to the Governor, the General Assembly, and the IRMC that promote the appropriate coordination and effectiveness of state services and policies. The ECC shall be responsible for maintaining and expanding a statewide network of early care and education institutions that includes providers, advocates, state program officers, private and nonprofit community institutions, and others who support the development and delivery of high quality early childhood services.

§ 3003 Organization and composition.

(a) The Delaware Early Childhood Council (ECC) shall be appointed by the Governor upon recommendation by the Interagency Resource Management Committee and shall:

(1) Represent the racial, economic and geographic diversity of the State;

(2) Serve for staggered, renewable terms of 3 years, except in the case of public employees continuing in the same designated position; and

(3) Consist of the following members:

a. Two center-based early care and education providers;
b. One family-home-based early care and education provider;
c. One parent whose child participates in early childhood services;
d. One Delaware Head Start/Early Childhood Assistance Program Association representative;
e. One representative of a statewide early care and education resource and referral agency;
f. Two representatives from advocacy organizations focused on children's health and well-being;
g. One representative of the Delaware Association for the Education of Young Children;
h. One public school district superintendent;
i. One higher education representative who also serves on the P-20 Council;

j. One business community representative;
k. Two community members;
l. One representative of the General Assembly;
m. The State Director of Head Start Collaboration;
n. A representative of the Delaware Department of Health and Social Services, representing children's health, child cares subsidy, and Part C of Individuals with Disabilities Education Act (IDEA) [20 U.S.C. § 1431 et seq.];
o. A representative of the Delaware Department of Services to Children, Youth and Their Families, representing child mental health, child care licensing, and family services;
p. A representative of the Delaware Department of Education, representing early childhood professional development, § 619 of IDEA [20 U.S.C. § 1419], and State early learning guidelines; and
q. Ex officio, nonvoting members shall include the director of the Early Development and Learning Resource Center of the Department of Education, the chair of the Family Support Coordinating Council, and the director of the State's Institute for Excellence in Early Childhood Education. The ECC may appoint ex officio members and advisors to assist them in meeting their responsibilities.

(b) The Governor shall appoint a Chairperson from the nongovernmental members of the ECC, and who shall serve as a member of the State's P-20 Council. The Chairperson shall coordinate the activities of the ECC. The Governor shall also appoint a Vice-Chairperson from the nongovernmental members of the ECC.

§ 3004 Meetings; organizational structure.

The Delaware Early Childhood Council (ECC) shall convene regularly-scheduled meetings at least 6 times annually. The ECC may form an executive committee from its members and other subcommittees. The ECC may form standing subcommittees including, but not limited to: professional development, quality rating and improvement system, data, and higher education. The ECC shall fulfill all the responsibilities designated under the above-referenced federal legislation for the State's Advisory Council on Early Childhood Education and Care.

§ 3005 Staffing and annual reporting.

The Department of Education shall staff the Delaware Early Childhood Council (ECC) with support from the Interagency Resource Management Committee (IRMC) as needed. The ECC will report annually to the IRMC, the Governor, President Pro Tempore, Speaker of the House, and the General Assembly's committees on Education, Health and Social Services, and Health and Human Development regarding the status of its work and the progress of Council plans and proposals. A summary of the Council's work shall be included in the IRMC's annual report.

TITLE 14, DELAWARE CODE, CHAPTER 17
RESPONSIBILITIES OF THE INTERAGENCY RESOURCE MANAGEMENT COMMITTEE (IRMC) AND THE EXTENDED LEARNING OPPORTUNTIES COUNCIL (ELOS)

§1703 Unit of Pupils

(n) (1) The Interagency Resource Management Committee (IRMC) shall have administrative responsibility for establishing a comprehensive and coordinated early childhood system. The IRMC shall be composed of the following members (or their designee with full voting powers):

a. Secretary of Education, who shall be the chairperson of the IRMC.

b. Secretary of the Department of Health and Social Services.

c. Secretary of the Department of Services for Children, Youth and Their Families.

d. Director of the Office of Management and Budget.

e. Controller General.

f. The Chair of the IRMC Extended Learning Opportunities Subcommittee and the Chair of Early the Childhood Council as nonvoting members.

(2) An affirmative vote of a majority of all voting members shall be required to take action.

(3) The IRMC shall promote interagency collaboration in the delivery of early childhood services to young children and their families including young children with disabilities. The IRMC will work to support and coordinate the implementation of the recommendations of the State early childhood plan. To accomplish these goals, the IRMC shall do the following:

a. Allocate all funds provided by the State, obtained by it, or under its control, which are designated for children eligible for services under this subsection except for unit funding for children with disabilities as described in this title.

b. Coordinate resources, federal and state and public and private, to support family-centered services for eligible children and their families, as appropriate.

c. Seek to develop collaborative approaches with the institutions of higher education for children eligible for services under this subsection. Special emphasis shall be placed on the use of existing preschool educator training and child care provider training programs.

d. Coordinate planning, policy, program and funding to establish a comprehensive and coordinated early childhood system.

(4) The IRMC may, at its discretion, apply for and allocate grant funds. Sources of such grant funds may include, but not be limited, to the federal Childcare Block Grant, Developmental Disabilities Council, federal Child and Maternal Health Grant, federal U.S.C. Title 20, and federal Head Start, where appropriate.

(5) The IRMC shall report to the Governor, President Pro Tempore of the Senate, and the Speaker of the House on April 15 of each fiscal year. Each report shall include:

a. A summary of IRMC experience in attempting to accomplish its purposes as stated above; and

b. A recommendation of the IRMC whether and how to institutionalize its activities and functions.

(6) The Director of the Office of Management and Budget and the Controller General are hereby authorized to transfer additional funds serving this population among the budgets of the departments represented on the IRMC if there is prior agreement by the Secretary of the department, as the case may be, to which the funds were previously allocated.

(7) For the purpose of facilitating the continuation of services, programs receiving an allocation under the provisions of this section may receive 20% of the prior year's allocation at the outset of each fiscal year. These programs are required to present program proposals to the IRMC as required by the IRMC. Upon IRMC approval, adjustments to the program allocations may be made.

(8) The IRMC shall be staffed by the Early Development and Learning Resources Office in the Department of Education. Such Office shall be composed of at least 2 Education Specialists and a clerical support position. Funding shall be provided by the Department of Health and Social Services and the Department of Services for Children, Youth and Their Families by no later than July of each fiscal year to support the operational costs associated with 1 Educational Specialist and clerical support positions. Funds allocated in this section are to be used to support the work of the Office and to continue the interagency coordination process for Delaware's early childhood programs.

§ 1703A Extended Learning Opportunities Subcommittee.

(a) The IRMC Extended Learning Opportunities Subcommittee is established to oversee coordination, research, and planning statewide for before and after school and summer learning programs for school-age children and advise the General Assembly and the Governor.

(b) The duties of the IRMC Subcommittee are as follows:

(1) Research national and local trends and best practices in extended learning programs and services and recommend new public policy that aligns with that research.

(2) Develop program standards and suggest funding protocols.

(3) Establish standards for program performance and evaluation.

(4) Make regular recommendations regarding coordination of services among different stakeholders, especially with organizations and programs providing early childhood services.

(5) Submit a yearly summary of its recommendations to the IRMC to include in its annual report under § 1703(n)(5)b of this title.

(c) The Subcommittee shall be composed of 19 members:

(1) The following members shall serve by virtue of their position and may designate a person to serve in their stead and at their pleasure:

a. The Secretary of the Department of Education, or the Secretary's designee.

b. The Secretary of the Department of Children, Youth and Their Families, or the Secretary's designee.

c. The Secretary of the Department of Health and Social Services, or the Secretary's designee.

(2) The Delaware After School Network Director, appointed by the Governor.

(3) A representative of a nonprofit afterschool program provider, appointed by the Governor.

(4) A representative of a private afterschool program provider, appointed by the Governor.

(5) A representative of a summer program provider, appointed by the Governor.

(6) A school district superintendent, appointed by the Governor.

(7) A representative for elementary school teachers, appointed by the President of the Delaware State Education Association.

(8) A representative for secondary school teachers, appointed by the President of the Delaware State Education Association.

(9) Four members of the public, who shall be appointed by the Governor.

(10) A representative of the Charter School community, appointed by the Delaware Charter School Network.

(11) A representative of the Governor's Advisory Council on Exceptional Children, appointed by the Chair of the GACEC.

(12) A representative of the Provider Advisory Board, appointed by the the Chair of the Provider Advisory Board.

(13) Two principals—1 elementary and 1 secondary—appointed by the Delaware Association of School Administrators.

(d) Terms of appointed members; chairperson.

(1) Each appointed member shall be appointed to serve a term of up to 2 years. Members shall be appointed for staggered terms, so that no more than half of the appointed members' terms expire in any 1 calendar year. Appointed members are eligible for reappointment.

(2) From the members, set forth in paragraphs (c)(2) through (13) of this section, there shall be a chairperson of the subcommittee who shall be appointed by the Governor and shall serve at the pleasure of the Governor. The chairperson shall guide the administration of the subcommittee by supervising the preparation and distribution of meeting notices, agendas, minutes, correspondence, and reports of the subcommittee.

(e) The subcommittee shall issue an annual report to the Governor, General Assembly, and the public on the work of the subcommittee and the status of extended learning opportunities for school-aged children in the State.

(f) The Department of Education will provide administrative and staff support for the subcommittee as part of its responsibility to staff the IRMC.

(g) The IRMC Expanded Learning Opportunities Subcommittee shall follow all rules of § 10002(h) of Title 29 relating to public meetings.

(h) The subcommittee shall hold its initial organizational meeting by October 21, 2019, with the date, time, and place for the meeting to be set by the chairperson of the subcommittee.

(i) The subcommittee shall meet at least monthly.

SECTION I: INTERAGENCY RESOURCE MANAGEMENT COMMITTEE (IRMC)

INTERAGENCY RESOURCE MANAGEMENT COMMITTEE (IRMC) **MEMBERSHIP** as of December 2019		
Role Defined in Code	**Last**	**First**
Secretary of Education, who shall be the chairperson of the IRMC	Bunting	Susan
Secretary of the Department of Health and Social Services	Walker	Kara
Secretary of the Department of Services for Children, Youth and Their Families	Manning	Josette
Director of the Office of Management and Budget	Jackson	Michael
Controller General	Morton	Michael
Chair of Early the Childhood Council (non-voting)	Bayard	Madeleine
Chair of the IRMC Extended Learning Opportunities Subcommittee (non-voting)	Buchanan	Candice

INTERAGENCY RESOURCE MANAGEMENT AGENCY
2019 MEETING TOPIC AND PRESENTERS

Full meeting minutes are available at https://publicmeetings.delaware.gov/ by meeting date

January 17, 2019 Meeting

- Considered and approved appointment of Debbie Taylor to the Delaware Early Childhood Council
- Preschool Development Grant (Birth-Five) Award Announcement – Dr. Kimberly Krzanowski

April 11, 2019 Meeting

- Considered and approved appointment of Olivia Gatewood, Elizabeth Ritchie, Tanisha Merced and Michelle Wall to the Delaware Early Childhood Council
- Considered and approved reappointment of Madeleine Bayard and Dusty Blakey to the Delaware Early Childhood Council
- Considered and approved the 2018 IRMC Annual Report

July 17, 2019 Meeting

- Preschool Development Grant (Birth to Five) Update Presentation – Rex Varner and Caitlin Gleason
- Early Childhood Legislation Discussed: House Substitute 1 to House Bill 92 with House Amendment 1 to create the Extended Learning Opportunities Subcommittee
- Early Childhood Legislation Discussed: Senate Bill 187 to move the Office of Child Care Licensing under the Department of Education

October 16, 2019 Meeting

- Preschool Development Grant (Birth to Five) Update Presentation – Caitlin Gleason
- Preschool Development Grant (Birth to Five) Renewal Grant Opportunity Discussed – Caitlin Gleason
- Extended Learning Opportunities Subcommittee creation update – Tina Shockley
- Office of Child Care Licensing Move to Department of Education discussed – Dr. Kimberly Krzanowski

IRMC SUBCOMMITTEE: EXTENDED LEARNING OPPORTUNITIES SUBCOMMITTEE

Key Responsibilities

The duties of the IRMC Subcommittee are as follows:

- Research national and local trends and best practices in extended learning programs and services and recommend new public policy that aligns with that research.
- Develop program standards and suggest funding protocols.
- Establish standards for program performance and evaluation.
- Make regular recommendations regarding coordination of services among different stakeholders, especially with organizations and programs providing early childhood services.

Key Accomplishments in 2019:

- The Extended Learning Opportunities Subcommittee was created per House Substitute 1 for House Bill 92 with House Amendment 1 of the 150th General Assembly
- Began convening in November 2019 to oversee coordination, research, and statewide planning for before and after school and summer learning programs for school-age children, and to advise the General Assembly and the Governor.

IRMC SUBCOMMITTEE:
EXTENDED LEARNING OPPORTUNITIES SUBCOMMITTEE (ELOS)
MEMBERSHIP
as of December 2019

Role Defined in Code	Last	First
Secretary of Education or Designee	Hulse	John
Secretary of DSCYF or Designee	Seitz	Meredith
Secretary of DHSS or Designee	Prince	Tiyana
DE After School Network Director	Brown	Regina Sydney
Rep of nonprofit afterschool program provider	Guajardo	Zaida
Rep of private afterschool program provider	Vacant	Vacant
Rep of summer program provider	Buchanan	Candice
School District superintendent	Shelton	Dan
Rep of elementary school teachers	Vacant	Vacant
Rep of secondary school teachers	Stahl	Kerry
Four members of the public	Vacant	Vacant
	Vacant	Vacant
	Rushdan	Yolanda
	Martinez	Rosalia
Rep of Charter School community	Stouffer	Denise
Rep of Gov Advisory Council on Exceptional Children	Doolittle	Bill
Rep of Provider Advisory Board	Merlet	Connie
Two principals - one elementary	Feathers	Rebecca
Two principals - one secondary	Savage	Michele

SECTION II: DELAWARE EARLY CHILDHOOD COUNCIL (DECC)

DELAWARE EARLY CHILDHOOD COUNCIL (DECC)
MISSION AND VISION AND WEBSITE

Mission:

Promote the development of a comprehensive and coordinated early childhood system, birth to eight, which provides the highest quality services and environment for Delaware's children and their families.

Vision:

- ***Ready children***: children who are physically and emotionally healthy, have access to high quality early learning experiences, and enter school prepared to succeed
- ***Ready families***: families with the knowledge and resources needed to successfully support their children's development and learning
- ***Ready early care and education programs***: programs that effectively support the growth, development, and learning of all children and are staffed by teachers who are well prepared, well compensated, and well supported
- ***Ready communities***: communities that embrace their responsibilities for enhancing the quality of life of young children and their families through collaborations across all sectors
- ***Ready schools***: schools that build upon and further enrich the learning foundations of young children and accelerate their continued success

Website:

- https://www.doe.k12.de.us/Page/3760

DELAWARE EARLY CHILDHOOD STRATEGIC PLAN AND GOALS

Delaware's Childhood Strategic Plan (2013) has guided our activities, and in 2020, the Council will release a new plan. A comprehensive Needs Assessment was conducted, with support from federal Preschool Development Grant-Birth-5 funds, which considered user experiences and collected data to inform the Strategic Plan. Focus areas included:

User Experience

- Current landscape of programs and supports of B-5 families
- Current gaps in quality and availability of programming
- Barriers to access

Data Systems

- Number of children currently served by the early childhood system
- Number of potential children who could access the system
- Number of children waiting for service

Findings included:

- A small percentage of mothers of young children (5%) receive home visiting, which has proven to have a significant impact and return on investment
- Early childhood workforce is largely females of color, who stay in their place of work for two years or less and make $9-$10 per hour
- Families find it hard to navigate the system
  - -there are 11 divisions in Delaware
  - -across three state agencies providing services
  - -using 15 data systems
  - - with no clear access point for families

Other needs assessment components underway at the time of this report include the cost of child care study and fiscal map of federal and state resources devoted to early childhood.

Input for Delaware's next Strategic Plan (2020) included the following areas:

- Vision for Delaware's early childhood care and education system
- Potential strategies to help Delaware realize this vision in areas including: governance, data, policy, funding, access and availability, workforce supports, and supporting families to navigate systems and services
- Implementation Strategies
- Measures of success

Delaware's 2020-2025 Early Childhood (Birth- Age 8) Strategic Plan is expected to be completed in 2020. For more information on the developing Strategic Plan, please visit the Delaware Early Childhood Council webpage at https://www.doe.k12.de.us/Page/3760.

DELAWARE EARLY CHILDHOOD COUNCIL
2019 ACCOMPLISHMENTS AND CONTINUED PRIORITIES

In 2019 the DECC, its partners and subcommittees celebrated a number of accomplishments, including the following, which include next steps and priorities already underway in 2020:

- **State Investment in Quality Care,** which is currently being reimbursed at 65% of the 75th percentile of the cost of care according to the 2018 market rate study, continues to be a challenge to ensure providers are compensated at a rate that supports quality for children with the greatest needs, including **associated quality incentives through the Stars Quality Rating System;** in 2019 there was an increase in the tiered reimbursement payments to providers as well as the rate for Purchase of Care payments

- **Aligned, efficient early learning governance** across programs, agencies, funding streams, and divisions ensures that services are provided seamlessly to families and providers; in 2019, progress included legislation to move the Office of Child Care Licensing to the Department of Education's Office of Early Learning, and the CCDF federal quality dollars to be managed by the Office of Early Learning as of July 1, 2020.

Initiatives continuing in 2020 include:

- The **Early Childhood Council's Strategic Plan** guides the work for the state efforts across state agencies and partners and establishes priorities for the Council. The Council has been leveraging capacity provided with the support of federal Preschool Development Grant (Birth to 5), to build on our previous plans, *Early Success* and *Sustaining Early Success.* We look forward to releasing a new 5-year plan in 2020 to guide the work of our committees and efforts going forward.

- **Delaware Stars Redesign,** to ensure improvement of the state's quality rating and improvement system for child care, ensuring the standards for child care are aligned with research on child outcomes and ensuring providers receive support to reach these standards; new standards are scheduled to be piloted in 2020 and rolled out in 2021.

- **Workforce Strategies,** have been a priority for the Council; we led a panel of representatives from the Department of Labor, Department of Education, providers, and career technical teacher academy pathway. The Council has agreed that the workforce is at a "crisis" level of recruitment and retention, much of which has to do with low levels of compensation. Our discussions have focused on redesigning the career ladder and higher education program design and support, as well as expanding access to scholarships, wage incentives; growing the early learning high school teacher academy; and expanding training opportunities in community settings. This is a key priority for public and private resources, as well as how the state and partners can support the field, in 2020.

- **Governance and Data Systems**, including continuing to consolidate parts of state governance to create greater alignment and efficiency to better serve families and the providers who serve them. The Council has discussed opportunities to move Part C, Birth To Three to align with Part B at DOE, and is excited about the work underway to consolidate data systems. The work to align the workforce data in the DEEDS and Delaware First systems (such as the 2019 transition to an online application is important to improving efficiency, support, opportunities, and professionalism for the field.

DELAWARE EARLY CHILDHOOD COUNCIL
2019 MEETING TOPIC AND PRESENTERS

Full meeting minutes are available at https://publicmeetings.delaware.gov/ by meeting date

January 30, 2019 Meeting

- Governor's Recommended Budget Request – Jon Sheehan
- Preschool Development Grant (Birth-Five) Update – Caitlin Gleason
- PDG Federal Priority – Maximizing Parental Access and Choice: MyChildDE.org Update and Summary of January 15 Meeting – Lynn Kelley
- Strategic Planning/Early Childhood System – Data Systems Integration: What's Underway and Future Plans – Patches Hill
- Discussion - $tand By Me: Support for Families with Young Children and Early Care/Education Workforce – Shay Frisby
- Update: Expanding Pre-K in Delaware – Julie Johnson
- Update: Delaware Readiness Teams/Kindergarten Registration – Diane Frentzel

May 8, 2019 Meeting

- DHSS Update: Child Care Copays and Market Rate Changes - Jacqueline Benzel
- Readiness Teams Update – First Lady Tracey Carney
- Universal Pre-Kindergarten – Leslie Newman
- Advocacy Day Materials and Logistics Announced – Dr. Michelle Shaivitz

July 31, 2019 Meeting

- Welcoming Remarks – Secretary Susan S. Bunting
- Governance and Budget Updates – Jon Sheehan
- Market Rate Update – Molly Magarik
- Delaware Stars Update – Dr. Kim Krzanowski
- Early Childhood Workforce Panel Discussion – Sec. Cerron Cade, Julie Johnson, Dr. Kim Krzanowski and Rita Hovermale
    - Perspectives from the field – Lucinda Ross, Julie Johnson and Clara Martinez
    - Work Underway
- Quality Spending Proposals Update – Dr. Kim Krzanowski and Ray Fitzgerald

September 18, 2019 Meeting

- Sussex Early Childhood Council Update – Christine Olley
- Governance Update – Jon Sheehan
- Governance – Making The Transition – Rolf Grafwallner
- Strategic Plan: Insights and Interviews - Caitlin Gleason
- Community Updates: Montessori Teacher Residency Prep Program – Linda Zankowsky

November 13, 2019 Meeting

- 2020 Teacher of the Year Remarks – Rebecca Vitelli
- Wilmington Early Care & Education Council Update – Dr. Gwendolyn Sanders & Staff
    - Stubbs Early Education Center & Dual Generation Center – Whitney Williams
    - WECEC Resource Center Services – Zuluma Arroyo-Loomis
    - Children & Families First – Parent Information Center – Ken Livingston
- Governance Update – Jon Sheehan
- QRIS Revision Update – John Fisher-Klein

- Delaware Literacy Plan – Monica Gant
- Strategic Plan Update – Caitlin Gleason
    - Timeline and Council / Public Engagement
    - PDG Renewal Grant Submission
    - Work Underway
- Quality Spending Proposal Update – Dr. Kim Krzanowski and Ray Fitzgerald

December 18, 2019 Meeting

- Governor's Office Update – Molly Magarik
    - Governance Update
    - Governor's Recommended Budget
- PDG – Strategic Plan Development – Caitlin Gleason
    - Review and Design Plan

DELAWARE EARLY CHILDHOOD COUNCIL (DECC)
MEMBERSHIP
as of December 2019

Members			
Role Defined in Code	**Last**	**First**	**Organization**
3.a Two center-based early care and education providers	Clendaniel	Cheryl	The Learning Center
	Johnson	Julie	Tender Loving Kare Child Care & Learning Centers
3.b One family-home based early care and education provider	Monsanto	Carrette	Family Child Care Provider
3.c One parent whose child participates in early childhood services	Merced	Tanisha	Delaware Department of Insurance
3.d One Delaware Head Start/Early Childhood Assistance Program Association Representative	Beck	Heidi	Delaware Head Start Association
3.e One Representative of a state-wide early care and education resource and referral agency	Newman	Leslie	Children and Families First
3.f Two representatives from advocacy organizations focused on children's health and well-being	Thompson	Kelli	Nemours
	Rudolph	Katherine	Christiana Care
3.g One representative of the Delaware Association for the Education of Young Children	Shaivitz	Dr. Michelle	Delaware Association for the Education of Young Children
3.h One school district superintendent	Blakey	Dr. Dolan	Colonial School District
3.i One higher education representative who is also serves on the P-20 Council	Ritchie	Elizabeth	Delaware Technical Community College
3.j One business community representative	Gatewood	Olivia	JP Morgan Chase & Co.
3.k Two community members	Wall	Michelle	Make A Wish Delaware
	Bayard	Madeleine	Rodel Foundation
3.l One representative of the General Assembly	Heffernan	Debra	Delaware House of Representatives
3.m The State Director of Head Start Collaboration	Taylor	Debra	Department of Education – Office of Early Learning
3.n A representative of the Delaware Department of Health and Social Services, representing children's health, child care subsidy, and Part C of IDEA	Kejner	Gabriela	Department of Health and Social Services
3.o A representative of the Delaware Department of Services for Children, Youth and Their	Seitz	Meredith	Department of Services for Children, Youth & Their Families

Families, representing child mental health, child care licensing, and family services			
3.p A representative of the Delaware Department of Education representing early childhood professional development, section 619 of IDEA and state early learning guidelines	Krzanowski	Dr. Kimberly	Department of Education – Office of Early Learning
Ex-Officio Members			
Role Defined in Code	**Last**	**First**	**Organization**
3.q Ex Officio, non-voting members shall include the director of the Early Development and Learning Resource Center of the Department of Education	Krzanowski	Dr. Kimberly	Delaware Department of Education – Office of Early Learning
3.q Ex Officio, The chair of the Family Support Coordinating Council	DeRasmo	Karen	Prevent Child Abuse in Delaware
3.q Ex Officio, The director of the State's Institute for Excellence in Early Childhood Education	Buell	Martha	University of Delaware, DIEEC
3.q The ECC may appoint Ex-Officio members and advisors to assist them in meeting their responsibilities	Freel	Ed	IPA/SPPA, University of Delaware
	Moor	Mary	DSCYF/Division of Prevention and Behavioral Health Services
	Rattay	Karyl	Delaware Division of Public Health
	Timm	Elizabeth	DSCYF – Office of Child Care Licensing
	Wilson	Michelle	Capital School District; Booker T. Washington
	Vitelli	Rebecca	Colonial School District
	Martinez	Clara	Telamon Corporation Delaware Head Start Program
Support Staff			
	Shockley	Tina	Delaware Department of Education – Office of Early Learning

DELAWARE EARLY CHILDHOOD COUNCIL
SUBCOMMITTEE: EARLY LEARNING DATA AND POLICY
KEY RESPONSIBILITIES AND ACCOMPLISHMENTS

Key Responsibilities

- Monitor federal and state and legislative, regulatory and policy activities relating to DECC's mission
- Identify and recommend strategies, based on the overall Delaware Early Childhood Council Strategic Plan, to maximize legislation, regulations and policies to facilitate the fulfillment of DECC's mission
- Inform and engage Council members and the stakeholder community concerning relevant legislative, regulatory and policy activities.
- Ensure that Council members possess the requisite knowledge and skills to advocate on relevant issues
- Promote coordination across agencies and programs contributing early childhood data to federal and state reports and plans
- Identify standard data reports necessary to advance Delaware's early learning system
- Provide feedback on current data exchanges, data processes, data quality, and data utilization
- Work collaboratively with the Campaign for Grade Level Reading's School Readiness Subcommittee

Key Accomplishments

- Data Systems Integration Planning Work
- Ongoing Statewide Kindergarten Readiness Campaign – and new developmentally appropriate models for Kindergarten Academies to offer to children and families preparing to enter Kindergarten, led by OEL and the Readiness Teams
- Data Collection on children's experience before Kindergarten, including improving the data collection on child care experiences and the dose, duration, and quality ratings of those experiences
- Alignment with efforts on 0-8 efforts, including assessing the recommendations developed by the P-20 Council Early Literacy Subcommittee and the DOE Literacy Plan and determining opportunities to strengthen them and work in partnership

DELAWARE EARLY CHILDHOOD COUNCIL (DECC)
SUBCOMMITTEE: DATA & POLICY MEMBERSHIP
as of December 2019

Madeleine Bayard, Chair
Caitlin Gleason, OEL Staff

MEMBERS

Name	Title & Affiliation
Alexander, Dawn	Preschool Expansion Coordinator, Colonial School District
Barlow, Janice	Director of KIDS COUNT, University of Delaware
Barrett, Christine	Kindergarten Teacher, Lake Forest School District
Bayard, Madeleine	Vice President, Policy & Practice, Rodel Foundation
Beck, Heidi L.	Director, Delaware Head Start Association
Beebe, Julie	PolyTech School District
Brancato, Kim	Principal, Appoquinimink Preschool Center
Buell, Martha	DIEEC, University of Delaware
Comegys, Jim	Red Clay Consolidated School District
Commodore, Veronica	DIEEC, University of Delaware
DeFer, Tam	GIFT - DCL
Edwards, Shysheika	Program Administrator, Christina Cultural Arts Center
Fisher-Klein, John	Office of Early Learning
Freel, Ed	Policy Scientist, University of Delaware
Frentzel, Diane	Delaware Readiness Teams
Geisler, Peggy	Executive Director, Sussex County Health Promotion Coalition
Gleason, Caitlin	Education Associate, Alignment & Professional Development Office of Early Learning, Department of Education
Good, Ranie	Communications Consultant, Office of Early Learning
Gyan, Paulina	Division of Public Health
Herbert, Belvie	Social Services Senior Administrator, DHSS
Jenkins, Jackie	United Way of Delaware
Kejner, Gabriela	Department of Services for Children, Youth and Their Families
Kelly, Kathy	Education Associate, Language Arts/Literacy & eLearning, Department of Education
Koester, Jennifer	Education Specialist, Research & Data Analysis Department of Education
Koutsourades, Christina	Education Specialist, OEL, Early Learning Transitions
Kurz-McDowell, Nicole	Caesar Rodney School District
Lowman, Kim	University of Delaware

Magarik, Molly	Deputy Principal Assistant to the Secretary, Department of Health and Social Services
Mieczkowski, Mary Ann	Director, Exceptional Children Resources Department of Education
Poland, Mollie	Program & Policy Analyst, Nemours
Raser-Schramm, Erik	Board Member, DEAEYC
Robinson, Tanya	DECC Lake Forest
Schneider, Jamie	EEC
Schreiber, Karen	Sussex Preschool – Sprouts Cove Island
Seitz, Meredith	Department of Services for Children, Youth and Their Families
Shaivitz, Michelle	Executive Director, DEAEYC
Sheffler, Kristy	Director, Delaware Stars , University of Delaware
Sherretz, Kelly	Associate Policy Scientist, University of Delaware
Snyder-White, Donna	Delaware 2-1-1
Stevens, Deb	DSEA
Surratte, Meedra	Parent Information Center of Delaware
Thompson, Kelli	Nemours
Vishnubhakta, Vik	Consultant
Vitelli, Rebecca	Colonial School District
Wales, Tamara	Colonial School District
Williams, Whitney	Christina School District
Wilson, Michelle	Kindergarten Teacher, Capital School District
Zankowsky, Linda	Associate Director, Center for Teacher Education, University of Delaware

DELAWARE EARLY CHILDHOOD COUNCIL
SUBCOMMITTEE: HEALTHY YOUNG CHILDREN & FAMILIES
KEY RESPONSIBILITIES AND ACCOMPLISHMENTS

Key Responsibilities

- Identify strategic priorities for healthy young children & families based on the overall strategic plan for the Delaware Early Childhood Council, and recommend strategies for new program development or continuous improvement of existing programs and services:
- Priorities include that every child should have a developmental screening, optimal brain development and an informed parent and community support to address health issues
- Review and recommend periodic program evaluations
- Identify opportunities for cross-system collaboration and coordination to improve services, leverage funds, or create new funding sources for early health initiatives
- Work in collaboration with the Home Visiting Advisory Board, Inclusion Committee, Project Launch, Early Childhood Comprehensive Systems (ECCS), Preschool Development Grant (Birth-5) and others to identify strategies to support high-quality inclusive early childhood opportunities
- Work collaboratively with the Campaign for Grade Level Reading's School Readiness Subcommittee and the Delaware Readiness Teams

Key Accomplishments

- Engagement of subcommittees and partners including
    - Early Childhood Inclusion Committee
    - Early Childhood Comprehensive Systems
    - Preschool Development Grant (Birth-5)
- Identify ways to capture baseline data of:
    - Developmental screenings
        - Help Me Grow 211
        - Ages and Stages Questionnaire
        - Parents Evaluation of Developmental Status (PEDS)
    - Hearing screenings
    - Language and literacy screening
- QT30 (Quality Time 30 minutes) Campaign Promotion
- Continued Implementation of Project LAUNCH
- Continue to integrate ACES and Trauma Informed Care into the work of the sub-committee

DELAWARE EARLY CHILDHOOD COUNCIL (DECC)
SUBCOMMITTEE: HEALTHY YOUNG CHILDREN & FAMILIES MEMBERSHIP
as of December 2019

Leslie Newman, Chair (retired as of December 31, 2019)
Crystal Sherman, DHSS Staff
Debra Taylor, OEL Staff

MEMBERS

Name	Title & Affiliation
Alexander, Dawn	Preschool Expansion Coordinator, Colonial School District
Beck, Heidi L.	Director, Delaware Head Start Association
Brown, Candice	Let's PLAY Events
Brown, Cindy	619 Part B Coordinator, Office of Early Learning
Campbell, Susan	Part C Coordinator, Birth to Three, Division of Management Services, DHSS
DeRasmo, Karen	Executive Director, Prevent Child Abuse In Delaware
Frentzel, Diane	Delaware Readiness Teams
Hartz, Karen	Latin American Community Center, Inc.
Isabell, Edward	Disabilities/Health Specialist, Wilmington Head Start
Keating, Andria	Babes on the Square Too
McCuen, Lillian	EdNet
Moor, Mary	Early Childhood Mental Health Advisor, DPH/DSCYF
Newman, Leslie	CEO, Children & Families First
Rudolph, Katherine J.	Corporate Director, Medical Group Operations Christiana Care Health System
Seerattan, Natasha	Physician – Nemours Dover Pediatrics
Sherman, Crystal	Public Administrator, Department of Public Health
Snyder-White, Donna	United Way of Delaware
Taylor, Debra	OEL/Head Start Collaboration Director
Williams, Na-Tasha	Nemours
Youmens, Denicia	Health Coordinator, Telamon

DELAWARE EARLY CHILDHOOD COUNCIL
SUBCOMMITTEE: EARLY LEARNING PROGRAMS AND WORKFORCE
KEY RESPONSIBILITIES AND ACCOMPLISHMENTS

Key Responsibilities

- Identify strategic priorities, based on the overall Delaware Early Childhood Council Strategic Plan, to raise the quality and retention of early learning programs and practitioners for young children and families.
- Recommend strategies for new program development or continuous improvement of existing programs and services.
- Review and recommend periodic program evaluations.
- Identify opportunities for cross-system collaboration and coordination to improve services, leverage funds, or create new funding sources for early learning initiatives.
- Advise and monitor implementation of the state's Strategic Plan for Professional Development and bring updates and issues forward to the full Council.
- Monitor/advise policy recommendations on POC rates and requirements
- Work to advise/develop policy recommendations for a professional development system for early childhood professionals
- Monitor/advise policy recommendation for qualifications and professional development requirements for the early education workforce
- Monitor/advise on issues/polices for Delaware Stars
- Recommend/advise improvements for early intervention and behavioral health support for young children
- Work collaboratively with the Campaign for Grade Level Reading's School Readiness Subcommittee

Key Accomplishments

- Ongoing discussion and work to improve professional development for the early care and education workforce via quality-assured training
- Worked collaboratively with high school pathways instructors and higher education partners to ensure their programs are aligned to the needs of the workforce, and also to develop partnerships that support worked-based learning opportunities for ECE students
- Worked collaboratively with DEAEYC to better utilize T.E.A.C.H. and WAGE$ Programs for the workforce
- Worked to increase Purchase of Care rates with ongoing discussion for future increases

DELAWARE EARLY CHILDHOOD COUNCIL SUBCOMMITTEE:
EARLY LEARNING PROGRAMS AND WORKFORCE PROVIDERS MEMBERSHIP
as of December 2019

Julie Johnson, Chair *(moved to Co-Chair in early 2020)*
Christina Koutsourades, OEL Staff

MEMBERS

Name	Title & Affiliation
Alexander, Dawn	Preschool Expansion Coordinator, Colonial School District
Baker, Sybil	Governor's Advisory Council for Exceptional Citizens
Beck, Heidi	Delaware Head Start Association
Beebe, Julie	PolyTech School District
Brown, Candice	Let's PLAY
Buell, Martha	DIEEC, University of Delaware
Cannon, Phyllis	Lake Forest School District
Clark, Lin	GNB Kids
Clendaniel, Cheryl	Administrator, The Learning Center
Commodore, Veronica	DIEEC, University of Delaware
Coldiron, Lisa	Read Aloud Delaware, Sussex Co.
Dickerson, Toni	Sussex Preschools
Fisher-Klein, John	Education Specialist, Department of Education
Gibbs, Cynthia	Education Specialist, Wilmington Head Start
Gleason, Caitlin	Office of Early Learning, Education Associate
Hall, Shebra	DHSS/DMS, Trainer Part C/CDW; Training/Education Administrator
Hirschbiel, Mary	Read Aloud Delaware, New Castle Co.
Inter, Beth	Director, Early Development Center/ DTCC
Jenkins, Jackie	United Way of Delaware
Jezyk, Lynn	Independent ECE Advocate
Johnson, Julie	Owner, TLK Academy
Keating, Andria	Babes on the Square Too
Koutsourades, Christina	Education Specialist, Early Learning Transitions
Kurz-McDowell, Nicole	Caesar Rodney School District
Martinez, Clara	Telamon Head Start
McCuen, Lillian	EdNet
Moses, Trisha	Boys and Girls Club, VP of Operations
Prettyman, Andrea	Program Manager, Delaware Stars Capacity Grant, DIEEC
Pridemore, Kim	Delaware Technical Community College

Randall, Mary	Smyrna School District
Ross, Lucinda	St. Michaels
Rouser, Shelley	Delaware State University
Ryan, Rebecca	Christina School District
Schneider, Jamie	EEC
Shaivitz, Dr. Michelle	Executive Director, DAEYC
Sheffler, Kristy	UD DE Stars – DIEEC
Shelton, Amber	Christina School District
Spencer, Michelle	T.E.A.C.H. Coordinator, DAEYC
Spinks, Jennifer	Giggle Bugs
Stinson, Peggy	University of Delaware
Surratte, Meedra	Parent Information Center of Delaware
Taylor, Debbie	Office of Early Learning
Thomas, Sara	New Castle County Public Library
Townsend, Meghan	Christina School District
Zandowsky, Linda	University of Delaware

DELAWARE EARLY CHILDHOOD COUNCIL
SUBCOMMITTEE: EARLY CHILDHOOD INCLUSION COMMITTEE
KEY RESPONSIBILITIES AND ACCOMPLISHMENTS

In late 2019, the Early Childhood Inclusion Committee became an official subcommittee of the Delaware Early Childhood Council.

Key Responsibilities

- Collaborate across early childhood programs to support high quality inclusive early childhood opportunities
- Increase public awareness regarding inclusion
- Develop materials to educate and support early childhood inclusion
- Address funding and financial barriers to inclusion
- Share and disseminate recent research regarding inclusion

Key Accomplishments

- Revision of the *Delaware Early Childhood Guide*
- Shared new Quality Inclusion Indicators with the committee and school districts
- Presentations at the Making a Difference Conference, University of Delaware and PolyTech Early Childhood Pathways Program
- Increased itinerant teacher service delivery model in school districts across the state as a result of outreach and communication

DELAWARE EARLY CHILDHOOD COUNCIL SUBCOMMITTEE:
EARLY CHILDHOOD INCLUSION COMMITTEE MEMBERSHIP
as of December 2019

Dr. Kimberly Brancato, Chair
Cindy Brown, OEL Staff

MEMBERS

Name	Title & Affiliation
Adams, Colleen	Red Clay School District
Alexander, Dawn	Preschool Expansion Coordinator, Colonial School District
Baker, Sybil	Governor's Advisory Council for Exceptional Citizens
Beck, Heidi	Delaware Head Start Association
Berry, Susan	Cape Henlopen School District
Blankenship, Michelle	Easter Seals
Bonnell, Hilary	Christina School District
Bordley, Robert	Birth to Three Program
Brancato, Kim	Appoquinimink Preschool Center
Brice, Tammy	Capital School District
Brown, Cindy	Office of Early Learning
Carey, Audrey	Indian River School District
Collins, Freda	Birth to Three Program
DeFer, Tam	GIFT
Doolittle, Bill	Advocate
Doyle, Lisa	Seaford School District
Ekbladh, Annalisa	Autism Delaware
Failing, Melinda	Christina School District
Grady, Jenny	Thought Partners Consulting
Green, Kelly	Capital School District
Hallam, Rena	University of Delaware
Kelly, Alvita	University of Delaware
Kettle-Rivera, Laurie	Delaware School for the Deaf
Kneipp, Anne	Woodbridge School District
Koutsourades, Christina	Office of Early Learning
McCuen, Lillian	EdNet
McNamara, Joan	Brandywine School District
Morello-DeSerio, Diana	University of Delaware
Nichols, Pamela	Capital School District
Prettyman, Andrea	Children & Families First
Ringer, Larry	Parent Information Center of Delaware

Robinson, Tanya	Lake Forest School District
Romano, Kristin	State of Delaware
Rowe, Joy	University of Delaware
Ryan, Rebecca	Christina School District
Saunders, Helen	Delaware Technical Community College
Savino, L.	Bayada
Shaivitz, Michelle	Delaware Association for the Education of Young Children
Sheltzler, Candace	Wesley College
Shepheard, Katelyn	Appoquimink School District
Stevens, Carissa	Smyrna School District
Stinson, Peggy	University of Delaware
Strauss, Wendy	Governor's Advisory Council for Exceptional Citizens
Surratte, Meedra	Parent Information Center of Delaware
Taylor, Debra	Office of Early Learning
Thompson, Verna	Community Representative; Past 619 Coordinator
Troyer, Dawn	Lake Forest School District
Turner, Jerri	Milford School District
Walko, Jamie	Consultant

DELAWARE EARLY CHILDHOOD COUNCIL
PARTNER LIST

The Early Childhood Council thanks these community partners for their commitment to strengthening programs and services for Delaware's young children and families. Their ongoing commitment is essential for maintaining and improving Delaware's early childhood system.

Campaign for Grade Level Reading (CGLR)	Fund for Women, Delaware Community Foundation
Child Development Watch (CDW)	GIFT
Child Find	Governor's Advisory Council for Exceptional Citizens (GACEC)
Children and Families First (CFF)	Help Me Grow 211
Delaware Chapter, American Academy of Pediatrics	Home Visiting Advisory Board (HVAB)
Delaware Afterschool Network	KIDSCOUNT
Delaware Association of School Administrators (DASA)	Montessori Teachers Association of Delaware
Delaware Association for the Education of Young Children (DEAEYC)	Nemours
Delaware Business Roundtable Education Committee	Nursery Kindergarten Association of Delaware
Delaware Department of Education (DDOE or DOE)	Office of Child Care Licensing (OCCL)
Delaware Division of Libraries	Office of Early Learning (OEL)
Delaware Head Start Association (DHSA)	Office of the Governor
Delaware Chief School Officers Association (DCSOA)	PNC Bank
Delaware Institute for Arts Education (DiAE)	Prevent Child Abuse Delaware (PCAD)
Delaware General Assembly	Privately Owned Child Care Business Owners
Delaware Readiness Teams	Project LAUNCH
Delaware State Board of Education (DSBE)	Rodel
Delaware State Education Association (DSEA)	$tand By Me
Delaware State Head Start Collaboration Office	State of Delaware P-20 Council
Delaware Technical Community College (DTCC)	Sussex County Early Childhood Council (SCECC)
Department of Services for Children, Youth and Their Families (DSCYF)	United Way of Delaware (UW)
Department of Health and Social Services (DHSS)	University of Delaware (UD)/Delaware Stars for Early Success (DE Stars) and Delaware Institute for Excellence in Early Childhood (DIEEC)
Early Childhood Comprehensive System/COIIN	Vision Coalition
Family Services Cabinet Council (FSCC)	Wilmington Early Care and Childhood Council (WECEC)
First Lady Tracey Quillen Carney – First Chance Initiative	Workforce Development Board
Fresh Start Foundation	

APPENDICES

Appendix A: QRIS Redesign Presentation

Appendix B: Strategic Plan Development (utilizing Preschool Development Grant (Birth to 5) funding) Presentation

Appendix C: *Extended Learning Opportunities in Delaware* Report

APPENDIX A: QRIS REDESIGN PRESENTATION

See attached QRIS Redesign Presentation
from November 13, 2019 DECC Meeting

Delaware Stars Revision

November 13, 2019

Delaware
Department of Education

Structure Revision

- Feedback from Public Information Session
  - 210 participants from all three counties in August and September 2019
  - Ideas generated included:
    - Entrance criteria that adequately addresses health and safety while not being overly burdensome
    - Focused support for leaders and administrators
      - Cohort training model, similar to the Aim4Excellence program previously used in Delaware
    - Interactions between teachers and children are of the utmost importance, and must be addressed at all levels of the system
    - Workforce development and the availability of qualified staff

Standards Revision

- The leadership team (OEL, STARS) is reviewing existing standards in light of revised structure and research synthesis ad will make final decisions
- Advisory team includes OEL , Stars, OCCL, POC, deaeyc and provides regular input to the leadership team
- Two focus groups (Advisory Council, FCC, Center and SA providers) were conducted in October regarding the Leadership and Administration domain
- Additional focus groups to be announced and will include Council representation to review and provide input on other domain areas
- Once draft standards are complete, another round of info sessions will be announced. These will include day, evening (in all counties) and a Saturday session in Dover
- Implementation timeline includes new standards (Jan 2020), piloting (Early Spring 2020) and full implementation (January 2021) of new programs

Questions & Feedback

John.Fisher-Klein@doe.k12.de.us
(302) 735-4295

APPENDIX B: PRESCHOOL DEVELOPMENT GRANT (BIRTH – FIVE) PRESENTATION

See attached Preschool Development Grant (B-5) PowerPoint Presentation
from December 18, 2019 DECC Meeting

Preschool Development Grant Birth through Five

Strategic Planning Guiding Principles and Approaches

December 18th, 2019

Delaware Department of Education

DRAFT

Process: Project Scope
The Preschool Development Grant Birth through Five (PDG B-5) supports a needs assessment and strategic plan

1 Needs Assessment

1A) User Experience

- What is the **current landscape** of programs and supports for B-5 families?
- Where are there **gaps in the quality and availability** of this programming?
- What are the **barriers** to access?

1B) Data Systems

- How **many children are currently served** by the early childhood system?
- What is the number of **potential children** who could access the system?
- How many children are **waiting** for service?

2 Strategic Plan

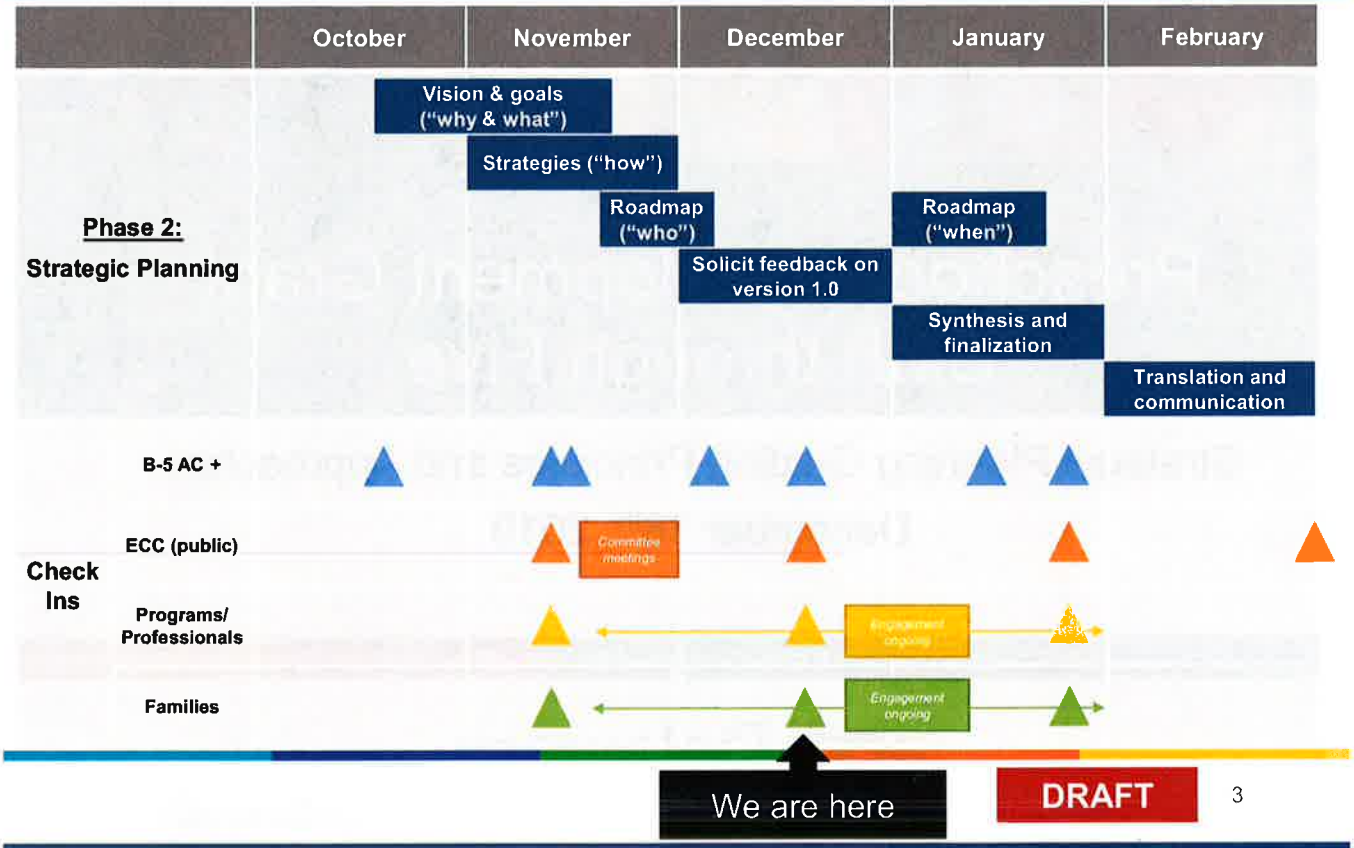
- What is the **vision for Delaware's early childhood care and education (ECCE) system**?
- What are the **key areas to address** to support availability and access?
- What **potential strategies** – co-developed with families and professionals – could help Delaware realize these opportunities?
- Who is **responsible for implementing** the plan?
- How will progress be **measured** and **tracked**?

The aspiration is this inclusive process will yield Delaware's next Birth to 5 five-year strategic plan

DRAFT

Process: Strategic Plan Timeline

After three months of research for the needs assessment, we are midway through the strategic planning process



DRAFT

Process: Strategic Plan Timeline

The following opportunities are part of a work-in-progress plan that will continue to be refined through stakeholder feedback

Goals for Today

- Share **what we have heard** from stakeholders throughout the state of Delaware! This represents an **aspirational plan** for the state
  - In order to have an inclusive and authentic process, the approaches have been generated based on input from a **variety of professionals and stakeholders in Delaware, research-backed data, and proven examples from other states and cities**
- **Solicit your ideas** on which approaches resonate with you

Reminders

- The following approaches are **draft ideas** and are not final; this plan will be revised with the Council over the next 2 months
- This plan will be **practical and aspirational**; we will recommend "quick wins", medium and long-term goals
- This synthesis is an **opportunity to provide feedback and thus to iterate on the approaches**, which will need to be tested further in January 2020

DRAFT

Guiding Principles
The User Experience Assessment identified several **key needs of families** as they navigate the B-5 system in Delaware

dear Delaware...

Earn my trust	► I need to trust the people caring for and educating my children
Treat my child as your own	► I need partners invested in my child's growth and development
Support my whole family	► I need to feel like the unique needs of my family are recognized
Make it easy on me	► I need care and education for my children to make sense for my life
Make me feel welcome	► I need to feel invited and affirmed

Guiding Principles
These insights can be integrated with feedback from the B-5 AC and ECC to inform a set of **draft guiding principles** for the strategic plan

Equity	► We are focused on equitably serving all children in Delaware, offering strategies that will be available to all children and families as well as targeted strategies for those with differences in development, language, resource, and/or family needs
Whole-child and multi-generational support	► The plan considers whole-child needs – physical, mental, emotional, cognitive, behavioral – and those of their families to improve long-term outcomes
Evidence-based	► The plan aligns to the robust brain science research base on effective practice from birth to age 8; this research emphasizes the criticality of investing early to enable a healthy start
One B-5 family experience	► We are guided by a goal of one B-5 system that connects across health and education system governance, uniting professionals who serve families
Cross-sector foundation	► The plan calls upon Delaware's business community and community partners to support family needs and children's development for a sustainable early childhood mixed delivery system

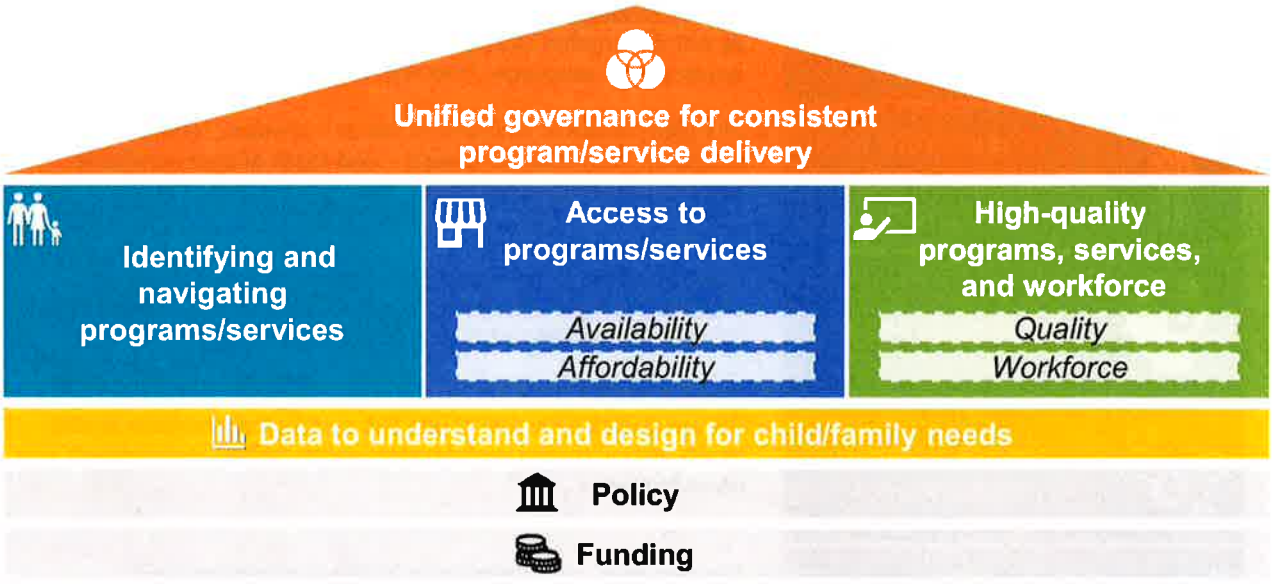
ECCE Vision

The PDG B-5 grant outlines a vision for the early childhood system

Delaware commits to **all children and families** having access to an **integrated early childhood system**, from birth through third grade, which provides **high-quality programs & services** and an environment that supports their growth, development, and learning, and prepares them for **success in school and life**

Opportunities

The guiding principles shape the approaches for the strategic plan, which in turn reflect all opportunities and enablers identified during the needs assessment



Approaches
The approaches outlined will all require either policy or funding changes, or both, in order to be successfully implemented

Policy

Sample approaches requiring policy changes

- Shift to a single governance model
- Test and potentially revise career pathways for all levels of ECCE professionals

Funding

Sample approaches requiring additional funding

- Professionalize the ECCE brand
- Develop single and comprehensive source of programs/services for families

Sample approaches requiring both policy changes and additional funding

- Develop closed-loop referral system between health care and social service providers
- Create a single, comprehensive source of workforce data
- Reimburse all programs based on the cost of quality care
- Offer POC on a sliding scale to families at low- to moderate-income levels

DRAFT 9

Approaches
Each approach is initially categorized based on the feasibility and approximate timing of its implementation

Within each opportunity bucket, approaches are categorized as "quick wins," mid-term efforts and long-term efforts

"Quick Wins"

*These approaches are considered to be **achievable in 12-18 months***

- These approaches are tangible, have immediate benefit, and can be realized relatively quickly

Mid-Term Efforts

*These approaches are considered to be **achievable in the next 5 years***

- Many are also "building blocks" to other approaches, i.e., these approaches must be realized first in order to achieve others

Long-Term Efforts

*Long-term projects are considered to be highly impactful, but **more difficult to implement, likely beyond 5 years***

- These approaches still require work to begin in the near-term

Implementation Considerations:
- Whether the approach builds off something currently implemented or is developed from scratch
- Whether the approach will help drive other strategic approaches
- Current capabilities, resources, or excess capacity available for the approach
- Complexity of stakeholder engagement required, including political will required
- Financial viability including start-up costs, recurrent costs, and ability to engage partners for financial support

DRAFT 10

Approaches

There are a set of suggested strategic approaches where progress made early on will provide leverage across the strategic plan

Key Strategic Approaches That Provide Leverage Across the Strategic Plan

Unified Governance

Shift to a single governance model

- Decisions on the design of DE's ECCE governance model is a necessary first-step to **actioning incremental governance consolidation efforts**

Data

Develop one system tracking registration and attendance for all ECCE settings

- Tracking will allow stakeholders to **measure progress of approaches that expand access and improve families' connections to ECCE programs/services**

Create a single comprehensive source for workforce data

- Implementation will allow stakeholders to make more **informed decisions to support recruitment and retention of Delaware's workforce**

Access

Jointly develop new policies/regs with professionals to enable programs to be more flexible in meeting market demand

- Progress towards more enabling policies/regulations is necessary **to expand access to flexible program models and/or expanded hours of care**

Reimburse all programs based on the cost of quality care

- Progress will advance approaches seeking to **increase access to affordable care** and **improve programs' abilities to compensate workers appropriately**

Identifying and Navigating

Develop closed-loop referral system between health care and social service providers

- Implementation will advance approaches contingent on **connecting families to relevant education, social service, and health-related programs and services**

Quality

Elevate compensation standards across the ECCE system

- Progress will advance any approach seeking to move the needle on **recruitment, retention, and development of the workforce** as well as approaches contingent on **expanding program capacity**

Professionalize the ECCE brand

- Progress will advance any approach seeking to improve **recruitment, retention, and development of the workforce, streamline communication to families,** and **may unlock greater ECCE funding**

Note: some approaches are already in the process of implementation

Quick-win Mid-term effort Long-term effort

DRAFT 11

Unified Governance for Consistent Program/Service Delivery

Summary of Approaches

Unified Governance for Consistent Program/Service Delivery

"Quick Wins"

Mid-Term Efforts

Streamlined Governance Model

1. Streamline **early intervention / early childhood special education** supports and services

Long-Term Efforts

2. Shift to a **single governance model**

DRAFT 12

Unified Governance for Consistent Program/Service Delivery
Streamlined Governance Model

Mid-Term Efforts

1 Streamline early intervention / early childhood special education supports and

How this could look in DE

- **Consolidate Part C and Part B programs and services** into a single "Early Childhood Intervention Program"
- Delaware can look to Pennsylvania as a model for incremental consolidation efforts. The state consolidated state pre-K, home visiting, and early intervention Part C and Part B into a single office - the Office of Child Development and Early Learning; this office is affiliated with both PA's DOE and DHSS

Long-Term Efforts

2 Shift to a single governance model

How this could look in DE

- Gradually **move all ECCE programs and services into one division of the DOE** in an effort to improve service delivery and create a unified family experience, similarly to how Michigan has streamlined early childhood governance
- Exceptions may be made to moving health-focused programs and services in order to optimize serving the whole child and families and to provide for appropriate checks and balances

Access to Programs and Services
Summary of Approaches

Access to Programs and Services

Availability | ***Affordability***

"Quick Wins"	Mid-Term Efforts	Long-Term Efforts
Enabling Policies and Operating Supports for Programs		
3 **Streamline Stars, licensing, and health standards/regulations**	4 **Jointly develop new policies/ regulations with professionals** to enable programs to be more flexible in meeting market demand	
Expanded Funding and Supports for Underserved Populations		
5 Expand **program capacity for infants and toddlers**	9 Partner with employers to expand **employer-sponsored child care supports for the workforce**	11 **Reimburse all programs based on the cost of quality care**
6 Increase availability of **extended hours and/or flexible hours of care** for families with non-traditional work schedules	10 Create new **flexible program models in child care deserts**	12 Offer **financial assistance on a sliding scale to families at low- to moderate-income levels**
7 Increase existing **program capacity in child care deserts**		
8 Increase access to **fully-subsidized seats for income-eligible families**		
Health and Development Services		
13 Leverage **community health workers as a liaison for families** between the health and education system		16 Offer **universal home visiting**
14 Expand access to **prenatal and post-partum care for new mothers**		
15 Expand access to **high quality services for students with disabilities**		

Access to Programs and Services
Enabling Policies and Operating Supports for Programs

Enabling Policies and Operating Supports for Programs	Expanded Funding and Supports for Underserved Populations	Health and Development Services

"Quick Wins"

4 Streamline Stars, licensing, and health standards/regulations

How this could look in DE

- **Assess and revise stars, licensing and health standards in collaboration with programs** to streamline compliance mandates across standards
- End-state would consider licensing the base Stars level, removing barriers for licensed programs to participate in Delaware's QRIS system

Mid-Term Efforts

3 Jointly develop new policies/regulations with professionals to enable programs to be more flexible in meeting market demand (by geography, age group and hours of operation)

How this could look in DE

- **Refine and develop regulations and policies collaboratively with professionals** (i.e., program administrators) to unlock more infant and toddler seats, expand hours, and flexible models of care for families
- Example regulations that may need to be reviewed include supervision requirements for overnight care, staff to child ratios for infants and toddlers, and facility restrictions that would inhibit mobile or pop-up child care models

DRAFT 15

Access to Programs and Services
Expanded Funding and Supports for Underserved Populations (1/4)

Enabling Policies and Operating Supports for Programs	Expanded Funding and Supports for Underserved Populations	Health and Development Services

"Quick Wins"

5 Expand program capacity for infants and toddlers

How this could look in DE

- **Provide financial incentives for programs** to offer seats for infants and toddlers (i.e., contracted seats reserved for infants and toddlers in areas with low supply, grants for staff to gain additional qualifications to serve infants and toddlers)
- Alternatively, the state can use state dollars to expand Early Head Start in Delaware

6 Increase availability of extended hours and/or flexible hours of care for families with non-traditional work schedules

How this could look in DE

- **Provide financial incentives for programs** to expand their hours (i.e., 24-hour care, before and after care) as well as offer more flexible hours (drop-in care) for families
- Financial incentives could take the form of contracts with specified programs or vouchers for staff working additional / non-traditional hours

DRAFT 16

Access to Programs and Services
Expanded Funding and Supports for Underserved Populations (2/4)

Enabling Policies and Operating Supports for Programs | **Expanded Funding and Supports for Underserved Populations** | Health and Development Services

"Quick Wins" cont'd

7 Increase existing program capacity in child care deserts

How this could look in DE

- **Offer technical assistance and workforce supports** to licensed FCCs looking to expand in child care deserts and uncertified/unlicensed programs looking to get certified, licensed, and quality-assured
- Detailed analysis on areas with gaps in child care supply and demand would be leveraged to target funding and supports for programs expanding in those communities
- Delaware can model this support program after a successful pilot in Denver, which expanded capacity at programs in child care deserts by 57% by providing administrative and marketing supports and grants to rural FCCs

8 Increase access to fully-subsidized seats for income-eligible families

How this could look in DE

- Enable programs to provide more fully-subsidized seats by **providing programs with access to more reliable revenues streams**
- As a quick-win, reimbursement practices could be re-designed under the existing POC model (i.e., reimburse programs with more leniency for student absences or provide grace-periods for programs to fill vacancies)
- As a larger undertaking, the state can evaluate if the current subside model (POC) is reaching its goals. An outcome of this evaluation could be a redesign of the child care subsidy model as a contracted seat rather than a family voucher (POC model), which would eliminate the need for family copayments and provide more stable revenue sources for programs

17

Access to Programs and Services
Expanded Funding and Supports for Underserved Populations (3/4)

Enabling Policies and Operating Supports for Programs | **Expanded Funding and Supports for Underserved Populations** | Health and Development Services

Mid-Term Efforts

9 Partner with employers to expand employer-sponsored child care supports for the workforce

How this could look in DE

- **Partner with employers of large workforces with non-traditional schedules (e.g., large hospitals) to build on-site extended hour child care**; Employer co-sponsored programs may have protected seats or discounted fees for the employer's workforce, but programs would also be open to the public
- Partnerships can be leveraged to advocate for more generous parental leave policies across the business community
- Delaware can point to success stories of many national employers that have instituted on-site care, such as Toyota, which offers an 24 hour on-site children's center managed by Bright Horizons to its manufacturing employees working non-traditional hours

10 Create new flexible program models in child care deserts

How this could look in DE

- **Create child care pop-ups across rural areas** in new settings (e.g., buses/trailers) or shared community spaces (e.g., libraries)
- A model in Delaware could resemble Colorado's innovative pop-ups, which offer child care on a bus for a families in rural areas where there are challenges transporting children to brick and mortar centers

DRAFT

Access to Programs and Services
Expanded Funding and Supports for Underserved Populations (4/4)

Enabling Policies and Operating Supports for Programs	Expanded Funding and Supports for Underserved Populations	Health and Development Services

Long-Term Efforts

11 Reimburse programs based on the cost of quality care

How this could look in DE

- ▸ **Conduct a cost of care study to understand programs' current cost of quality care**, and leverage these results to **reimburse programs by appropriate segments** (e.g., age range served, geography, operating schedules, etc.)
- ▸ Quality standards would be developed to assess program eligibility for higher reimbursement rates

12 Offer financial assistance on a sliding scale to families at low- to moderate-income levels

How this could look in DE

- ▸ Similar to a new subsidy model proposed in NYC, Delaware can **offer financial assistance on a sliding scale for families above the traditional POC eligibility income threshold (200% FPL);** In this model, moderate-income families would pay up to a set portion of their income on child care and be reimbursed the difference
- ▸ Eligibility for financial assistance could be assessed on a variety of factors such as income as a % of FPL or a self-sufficiency index

*Note: The state may need to **make a decision early-on for the intended long-term reimbursement model**, as the desired model would have implementation implications for both "quick-wins" suggested (i.e., increasing access to fully subsidized seats)*

Access to Programs and Services
Health and Development Services (1/2)

Enabling Policies and Operating Supports for Programs	Expanded Funding and Supports for Underserved Populations	Health and Development Services

"Quick-Wins"

13 Leverage community health workers as a liaison for families between the health and education

How this could look in DE

- ▸ Provide **rotating community health workers on-site** (after-work hours) at child care programs
- ▸ Community health workers can help support families holistic needs by identifying community resources, coordinating and tracking referrals to education and health programs / services, providing health and wellness education, and offering preventative health services
- ▸ Existing efforts in the state looking at expanding training and connections made across organizations to community health workers can be expanded on with a focus on creating connections between the education and health system

14 Expand access to prenatal and post-partum care for new mothers

How this could look in DE

- ▸ Expand **awareness and access to Delaware's existing "Enhanced Prenatal and Postpartum Care" program** which provides routine prenatal and post-partum care (i.e., lactation counseling) with a referral system for high risk pregnancies
- ▸ Other prenatal services that can be expanded through the program include STD testing, alcoholism screening, oral health, social services and nutritional counseling

15 Expand access to high quality services for students with disabilities

How this could look in DE

- ▸ Expand **capacity of high quality special needs services for students in public programs** or served itinerantly such as occupational therapy, physical therapy, and speech-language pathology
- ▸ Delaware works with quality-assured special needs service vendors (i.e., Easter Seals) to ensure special needs support services have capacity to meet demand from ISFP/IEPs across the state

Access to Programs and Services
Health and Development Services (2/2)

Enabling Policies and Operating Supports for Programs	Expanded Funding and Supports for Underserved Populations	Health and Development Services

Long–Term Efforts

16 Offer universal home visiting

How this could look in DE

- In at least a part-time capacity, **offer tiered home visiting services to all expecting and new families,** with support levels varying based on a family's needs
- As a baseline service, all new families are screened, connected to needed programs and services, and provided information on what to expect as they navigate the B-5 system for the coming years; higher need families are provided follow-up supports, or referred to one of Delaware's more intensive (eligibility-based) home visiting programs
- Delaware can look to Families Connect in North Carolina, which provides a successful model for a community-wide nurse home visiting program for all parents of newborns, regardless of income or socioeconomic status

Identifying and Navigating Programs/Services
Summary of Approaches

Identifying and Navigating Programs/Services

"Quick Wins"	Mid-Term Efforts	Long-Term Efforts
Expanded Health and Development System and Services		
17 Expand use of **mental health consultations** at ECCE programs **and add treatment services**	18 Offer **universal B-5 screenings**	19 Develop **closed-loop referral system** between health care and social service providers 20 Offer **community-based mental health services and supports** for all B-5 children and their families
Streamlined Resources and Supports for All Families		
21 Adopt a **Multi-Tiered System of Support (MTSS) approach** in early childhood programs 22 **Engage and support families of dual language learners**	23 Develop **single and comprehensive point of access for families** to gain information on programs/services 24 Leverage and train **family service coordinators** to expand **outreach to families not currently engaged in ECCE**	25 Provide **common kindergarten/entry registration** regardless of the district 26 Implement **"family navigator" orientation** across the ECCE system

Identifying and Navigating Programs/Services
Expanded Health and Development System and Services (1/2)

Expanded Health and Development System and Services | **Streamlined Resources and Supports for All Families**

"Quick Wins"

17 Expand use of mental health consultations at ECCE programs and add treatment

How this could look in DE

- **Programs are automatically connected to an Early Childhood Mental Health Consultations (ECMHC) consultant** to discuss program needs through an over-the-phone consultation
- After an initial touchpoint ECMHC offers **in-person programmatic consulting services** for programs that opt-in to the service, and individual treatment is also facilitated if deemed necessary
- While this approach is considered a "quick win" it may become a mid-term effort if there are significant capacity constraints and a lack of funding available in the near-term

Mid-Term Efforts

18 Offer universal B-5 screenings

How this could look in DE

- Expand and align with existing screening efforts. This may include **state-hosted monthly screenings** that meet whole needs (e.g., physical, mental, dental, and vision) at community centers and other convenient locations with widespread marketing to communities and medical providers that include outreach through Facebook, hospitals, and primary care providers

DRAFT 23

Identifying and Navigating Programs/Services
Expanded Health and Development System and Services (2/2)

Expanded Health and Development System and Services | **Streamlined Resources and Supports for All Families**

Long-Term Efforts

19 Develop closed-loop referral system between health care and social service providers

How this could look in DE

- **Bi-directional referral platform between social service providers and physical and mental health care providers** that is compliant with FERPA and IDEA. This may also include a central portal for health care providers to access ECCE information and understand available ECCE resources
- Updates are shared back with referring health provider and if a child is ineligible for services, healthcare provider is updated and available to discuss alternative resources and services with the family

20 Offer community-based mental health services and supports for all B-5 children and their families

How this could look in DE

- State partnerships with community-based mental health service providers to **offer treatment to all families and children (i.e., also children not enrolled in ECCE)**
- Community-based partners and their offerings are **marketed through local channels, online, at hospitals, and at primary care providers**

DRAFT 24

Identifying and Navigating Programs/Services
Streamlined Resources and Supports for All Families (1/3)

Expanded Health and Development System and Services | Streamlined Resources and Supports for All Families

Quick Wins"

21 Adopt a Multi-Tiered System of Support (MTSS) approach in early childhood programs

How this could look in DE

- **System-wide training around differentiated, individualized instruction and research-backed response to intervention tools** such as Positive Behavioral Interventions and Supports (PBIS) to meet the needs of the whole child

22 Engage and support families of dual language learners

How this could look in DE

- **Partner with community-based organization to offer registration, application, referral and wraparound services to families with dual language learners**
- Note: La Colectiva in Sussex is piloting a single-stop navigation service to help immigrants learn how to access social services that could serve as a model for broader Delaware consideration

DRAFT 25

Identifying and Navigating Programs/Services
Streamlined Resources and Supports for All Families (2/3)

Expanded Health and Development System and Services | Streamlined Resources and Supports for All Families

Mid-Term Efforts

23 Develop single and comprehensive point of access for families to gain information on programs/services

How this could look in DE

- **Use MyChildDE as a starting point to streamline current information** from the Office of Child Care Licensing (OCCL) and Children & Families First (CFF) AccessCare **into a mobile-friend single point of access**
- Resource would also include data on vacant POC seats, which families could apply to through the site
- This site would be **coupled with a proactive grassroots public awareness campaigns** with DE readiness teams, home visiting programs, and other community- and faith-based organizations to advertise resources

24 Leverage and train family service coordinators to expand outreach to families not currently engaged in ECCE

How this could look in DE

- **Train family service coordinators to meet all families where they are** (including homeless shelters, foodbanks, hospitals, medical clinics) to provide information and connection to services

DRAFT 26

Identifying and Navigating Programs/Services
Streamlined Resources and Supports for All Families (3/3)

Expanded Health and Development System and Services | **Streamlined Resources and Supports for All Families**

Long-Term Efforts

25 Provide common kindergarten/entry registration regardless of the district

How this could look in DE

- Move from more than 28 different kindergarten registration processes in DE and 5 different months for the start of kindergarten registration to a **common kindergarten registration system online, over the phone, or in-person, regardless of the district;** timelines for registration would also be synchronized
- Alternatively, develop a common child enrollment profile

26 Implement "family navigator" orientation across the ECCE system

How this could look in DE

- Implement statewide **"family navigator" orientation** so that all ECCE professionals are trained in and leverage a **two-generation approach to meeting families' unique needs and support families with self advocacy**
- Specific supports should also be made available to families navigating POC

High-Quality Programs, Services, and Workforce
Summary of Approaches

High-Quality Programs, Services, and Workforce

Quality | *Workforce*

"Quick Wins"	Mid-Term Efforts	Long-Term Efforts
Enhance the ECCE Pipeline and Career Pathways		
27 Develop and expand **ECCE professional pipelines across DE**	30 **Test and potentially revise career pathways** for all levels of ECCE professionals	31 **Elevate compensation levels** across the ECCE system
28 Leverage **non-traditional pipelines of ECCE professionals to grow supply in childcare deserts**		32 **Professionalize the ECCE brand**
29 **Align professionals' preparation to career expectations and demands**		
Support ECCE Professionals		
33 Expand **peer support and coaching opportunities** around professionals' competencies and core topics	34 Streamline **access to PD offerings for educators B-21**	
	35 Expand access to **more quality-assured sources of PD offerings** and implement **feedback systems** to inform updates in offerings	
Family and Program Engagement with Quality Measures		
36 **Conduct community outreach focused on the importance of quality**	37 **Expand access quality supports and shared services for FCCs**	

High-Quality Programs, Services, and Workforce
Enhance the ECCE Pipeline and Career Pathways (1/2)

Enhance the ECCE Pipeline and Career Pathways | **Support ECCE Professionals** | **Family and Program Engagement with Quality Measures**

"Quick Wins"

27 Develop and expand ECCE professional pipelines across DE

How this could look in DE

- ▸ **Partner with national teacher pipeline programs and expand existing DOE efforts to support interested programs in partnering with high schools** that prepare individuals to meet entry-level requirements
- ▸ Continue to **build and expand partnerships with institutions of higher education** to strengthen this workforce pipeline
- ▸ **Allow apprenticeship, work experience, and other competency-based credentials to contribute towards ECCE credentials**

28 Leverage non-traditional pipelines of ECCE professionals to grow supply in childcare deserts

How this could look in DE

- ▸ **Engage and train non-traditional pipelines of capable workers** living in child care deserts (i.e., parents re-entering workforce)
- ▸ Alternatively, offer financial incentives for ECCE professionals from formal pipelines to work in child care deserts

29 Align professionals' preparation to career expectations and demands

How this could look in DE

- ▸ Establish a **bi-directional feedback process between IHEs and programs** to better align on coursework and key competencies needed in the field

29

High-Quality Programs, Services, and Workforce
Enhance the ECCE Pipeline and Career Pathways (2/2)

Enhance the ECCE Pipeline and Career Pathways | **Support ECCE Professionals** | **Family and Program Engagement with Quality Measures**

Mid-Term Efforts

30 Test and potentially revise career pathways for all levels of ECCE professionals

How this could look in DE

- ▸ **Prototype career pathways both for entry into ECCE and career progression** by leveraging existing DE pathway programs (e.g., Department of Labor's Apprenticeship initiative, high schools' EC Teacher Academy Pathways, and TECE 1 and 2) and exploring career pathway models in other states
- ▸ Revised career pathways **include redesigning the career lattice** to be less restrictive to ensure ECCE professionals are reasonably able to advance through the lattice
- ▸ Proposed career pathways to be tested with IHEs, parents, and ECCE professionals to test feasibility before being broadly marketed

Long-Term Efforts

31 Elevate compensation levels across the ECCE system

How this could look in DE

- ▸ **Implement the same salary scale across B-5 and K-12** for all professional roles across ECCE settings
- ▸ Compensation could also be scaled and elevated for family navigator roles across health, social service and education departments

32 Professionalize the ECCE brand

How this could look in DE

- ▸ **Launch multi-channel marketing campaign that leverages the stories of professionals in the field and their perspectives;** this campaign would include call-lines with career advisors and a state-maintained online ECCE career job board to communicate career pathways

High-Quality Programs, Services, and Workforce
Support ECCE Professionals

Enhance the ECCE Pipeline and Career Pathways | **Support ECCE Professionals** | Family and Program Engagement with Quality Measures

"Quick Wins"

33 Expand peer support and coaching opportunities around professionals' competencies and core

How this could look in DE

- **Support programs to launch coaching programs for new teachers and those identified with specific improvement needs;** professionals would receive peer coaching from a teacher in their program or at a nearby program who would receive compensation
- Early childhood educator/home visitor competencies and core topics (i.e., social emotional learning) would be identified to facilitate quality-assured peer coaching models

Mid-Term Efforts

34 Streamline access to PD offerings for educators B-21

How this could look in DE

- Offer **one PD system with quality-assured sources for all educators of Birth - Age 21 children across districts** to help address sub-scale PD offerings and allow educators to access PD that best fits their schedules

35 Expand access to more quality-assured sources of PD offerings and implement feedback systems to continuously inform updates in offerings

How this could look in DE

- **Allow for more diversity in the organizations offering quality-assured PD** and **leverage professional feedback** to inform which mediums and topics are most accessible and relevant for professionals by program setting
- A new offering could take the form of a free comprehensive e-learning program, that offers both online and virtual face-to-face courses to professionals; The platform would request and incorporate feedback consistently from participants
- Alternatively, develop ECCE micro-credentials in tandem with K-12 micro credentials [31]

High-Quality Programs, Services, and Workforce
Family and Program Engagement with Quality Measures (1/2)

Enhance the ECCE Pipeline and Career Pathways | Support ECCE Professionals | **Family and Program Engagement with Quality Measures**

"Quick Wins"

36 Conduct community outreach focused on the importance of quality

How this could look in DE

- Make Stars quality ratings more tangible to families by **identifying parent champions of program quality standards** to disseminate messaging around the importance of quality
- Delaware can leverage entrusted PTO and PTA groups to conduct on-site provider outreach to better equip programs to talk about Stars and the idea of quality programming with families
- In coordination with parent champions, Delaware can leverage high quality Star-rated programs to communicate the value proposition of Stars to other peer programs

High-Quality Programs, Services, and Workforce
Family and Program Engagement with Quality Measures (2/2)

Enhance the ECCE Pipeline and Career Pathways | Support ECCE Professionals | Family and Program Engagement with Quality Measures

Mid-Term Efforts

37 Expand access quality supports and shared services for FCCs

How this could look in DE

- **Develop a cohort system for family child care homes**, where programs can access targeted TA (i.e., licensing process coaching), shared services (i.e., substitute pools), and cross-program mentorship
- There are various examples of cohort models leveraged in other states, with administration of cohorts / hubs ranging from larger programs, resource and referral agencies, non-profits or a central administrative office
- In Wisconsin, a cohort model is administered through the state's Child Care Resource and Referral Agency which provides trainer and technical consultants for FCCs and providers offering infant/toddler care. Cohort sessions include mini-lectures from cohort trainers on a topic of providers choosing, as well as onsite technical assistance from a cohort leader
- Delaware can also look to Virginia as a model, where a partnership between a non-profit and the state's resource and referral agency is leveraged to administer a home-based shared service alliance program; The alliance manages the fiscal, administrative, PD, and staffing needs of family child care providers

Data to Understand and Design for Child/Family Needs
Summary of Approaches

Data to Understand and Design for Child/Family Needs

"Quick Wins" | Mid-Term Efforts | Long-Term Efforts

Improved Data Systems for Tracking and Decision Making Purposes

38 Develop **one data system** tracking registration and attendance for all ECCE settings

39 Develop and administer a **database tracking family eligibility** across subsidized child care and development services

40 Create a **single, comprehensive source of workforce data**

***Note*: There is a parallel process occurring that engages technical experts in Delaware's data system to co-design around data related approaches**

Some initial concepts being discussed by this specialized team include adopting MCI as common statewide unique identifier, establishing a data governance council, and establishing an analytics hub

Data to Understand and Design for Child/Family Needs
Improved Data Systems for Tracking and Decision Making Purposes

Mid-term Efforts

38 Develop one data system tracking registration and attendance for all ECCE settings

How this could look in DE

- **All children are provided a unique identifier tracked through the eSchool database,** and all programs (private and public) are mandated to input registration and attendance data into the centralized platform. Data across system settings can then be leveraged to inform decisions around gaps in supply and demand across the system

39 Develop and administer a database tracking family eligibility across subsidized care and development services

How this could look in DE

- **A central eligibility list** is developed and administered by one Delaware department that **includes eligibility standards, lists of eligible families, and enrollment data** for all subsidized child care, social service, health and development services across the state

40 Create a single, comprehensive source of workforce data across the ECCE system

How this could look in DE

- DOE administers a **single database that maintains educator licensure data** (including qualification, professional development, and demographic data) across ECCE programs and services (center, family child care, Head Start, school districts, home visiting, Part C early interventionalist staff etc.)

DRAFT 35

Next steps

Strategic Plan Feedback

- We will follow up with a survey link for you to offer detailed feedback on any of these approaches!
  - **Please complete by EOD January 3rd**

Cost of Quality Care

The State of Delaware is continuing its needs assessment with a cost of quality care study and conducting interviews with programs

Study goals

- **Estimate the average cost of operational elements** for ECCE programs, taking into account different facility types, program sizes, counties, etc.
- **Calculate the cost of quality care** in Delaware to quantify the level of investment needed for programs to elevate quality standards

How to get involved

- Please **let Malavika know** if you're interested in being interviewed **or email Bridget Duru at Bridget.Duru@parthenon.ey.com**

DRAFT 36

APPENDIX C: EXTENDED LEARNING OPPORTUNITIES IN DELAWARE UNIVERSITY OF DELAWARE REPORT
See attached *Extended Learning Opportunities in Delaware* Report

Extended Learning Opportunities in Delaware

November 2019

Prepared by

Christopher G. Kelly, Julia O'Hanlon, Kelly Sherretz, and Jessica Velez

With assistance from

Hannah Barr, Jamie Forest, Rachael LaBatagglia, Nicole Minni, Kelly Perillo, Sophia Vassar, and Gerard Weir

Institute for Public Administration
Biden School of Public Policy & Administration
College of Arts & Sciences
University of Delaware

In coordination with

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State of Delaware

VALERIE J. LONGHURST
Majority Leader
STATE REPRESENTATIVE
15th District

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COMMITTEES
Ethics, Chair
House Administration, Chair
House Rules, Chair
Legislative Council
Manufactured Housing
Gaming and Parimutuels

January 23, 2020

Dear Delawareans,

As the former co-chair of the Statewide Afterschool Initiative Learning Task Force, I am acutely aware of the challenges in afterschool and summer programming for our children, even though data supports their strong benefits.

Studies have shown year after year that children with greater access to these programs perform better in school, have greater social and emotional development, and are less likely to be involved in the criminal justice system.

Unfortunately, Delaware has too few programs to provide for all our children and those that do exist are either too difficult for parents to access or are prohibitively expensive. This report highlights many of the difficulties parents face including the lack of a centralized list for parents to find the right program for their children.

With this report, we will be better able to target the gaps in our system and direct resources to help the children to whom we are failing to provide this critical educational bridge. I commend the work of writers and researchers behind The Landscape of Extended Learning in Delaware. You have truly championed this effort and brought forward a robust look at the afterschool and summer programming landscape.

In spite of the challenges, there are many afterschool and summer programs that are reaching our children and helping them succeed. We have a strong base on which to continue building these important programs to reach all our children.

Sincerely,

Valerie Longhurst
House Majority Leader
15th District

111 Tuckahoe Lane, Bear, DE 19701
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Preface and Acknowledgements

As the director of the Institute for Public Administration (IPA) at the University of Delaware, I am pleased to provide *The Landscape of Extended Learning in Delaware*. The report is a summary of IPA work requested by and prepared for the state of Delaware's Office of Management and Budget (OMB), in response to a recommendation made in the Statewide Afterschool Initiative Learning (SAIL) Task Force report published in 2017.

Beginning in January 2018, primary components of this 18-month project included research on national and statewide trends of afterschool and summer programs for public school children (primarily grades K–12, and looking at specific trends among elementary, middle, and high school programs); an inventory of the state's current afterschool and summer program offerings; community outreach to parents, school leaders, and other stakeholders; and the identification of opportunities and gaps in current offerings in Delaware. The considerations section of the report includes policy options for the state to explore in order to better serve the students of Delaware.

I would like to acknowledge IPA Policy Scientist Kelly Sherretz for serving as Principal Investigator for this work. IPA staff members Christopher G. Kelly, Julia O'Hanlon, and Jessica Velez are also recognized for their important contributions with stakeholder outreach, literature review, and survey development, facilitation, and analysis. Additional thanks go to IPA staff member Nicole Minni for the mapping component. Public Administration Fellows Rachael LaBatagglia, Sophia Vassar, Gerard Weir, Hannah Barr, Jamie Forrest, and Kelly Perillo also contributed to the work and analysis. Kudos also go to IPA staff members Lisa Moreland Allred and Sarah Pragg for editing and formatting the document.

A big thank you to the leadership of the SAIL Task Force, Delaware Afterschool Network, survey respondents, and community stakeholders.

Jerome R. Lewis, Ph.D.

Director, Institute for Public Administration

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Executive Summary

At the recommendation of the House Resolution 39 Statewide Afterschool Initiative Learning Task Force, the University of Delaware's Institute for Public Administration (IPA) conducted a landscape analysis and needs assessment of extended learning opportunities[1] in Delaware. In addition, the project team engaged with stakeholders in the field and conducted an extensive literature review.

During the landscape analysis phase of the study, the project team identified afterschool and summer program service providers across the state. Identified programs included those offered by schools and non-profit, for-profit, and faith-based organizations. After a substantive list of service providers was compiled, a survey was sent to them to collect detailed operational data about their programs. Requested information included:

- Site location and service area
- Hours of operation
- Participant capacity and enrollment
- Student demographics
- Funding sources and cost of attendance
- Available transportation
- Program activities

Once the data collection was completed, the information was utilized to conduct a needs assessment to determine gaps in availability of or access to extended learning programs in Delaware. Access was assessed with regard to geographic location, demographics served, and financial assistance.

Key findings of the landscape analysis and need assessment for the responding afterschool programs included:

- The majority of reported afterschool programs are run by non-profit organizations in New Castle County.
- There are a greater number of reported afterschool programs serving elementary school-aged children (86%) than middle (40%) or high school (14%).[2]
- Utilized funding sources for afterschool programs varied; however, Purchase of Care (POC) was the most commonly reported source (73%).

[1] For the purposes of this study, extended learning opportunities include programs that provide academic enrichment and/or supervised activities consistently beyond the traditional school day or beyond the traditional school year. These include both afterschool and summer programs.
[2] Percentages do not equal 100 percent because one program could serve multiple age groups.

- Methods of transportation to afterschool programs were comprehensive with more than half of reported programs providing transportation to their site. In addition, a number of afterschool programs operated in the schools where the children attended, and others reported using school buses.
- Very few afterschool programs provided any method of transportation home from the site, relying heavily on families to arrange private rides home.

Key findings of the landscape analysis and need assessment for the responding summer programs included:

- Two-thirds of reported summer programs were run by non-profit organizations.
- New Castle County had the highest number of reported summer programs. Kent and Sussex Counties had similar numbers, but the majority of programs in Sussex County were run by for-profit organizations.
- There were more summer programs serving elementary school-aged children (70%) than middle (50%) or high school (22%).
- Utilized funding sources for summer programs varied; however, Purchase of Care (POC) was the most commonly reported source (53%).
- Transportation to and from reported summer programs was rarely provided (22% and 26%, respectively). Programs reported relying heavily on families to arrange private rides.

Overall, findings of this study have highlighted the need for more comprehensive and systematic oversight of extended learning programs. The lack of a complete list of existing programs makes it difficult to truly understand the current state of extended learning programs in Delaware and limits awareness of opportunities to the community. It is important to have access to more data and program information over time to accurately and consistently assess the quality, accessibility, and impact of extended learning opportunities in Delaware. Dedicating one primary state agency to be responsible for overseeing and promoting collaboration among extended learning programs could increase community awareness, aid in the creation and oversight of quality standards and professional development for the field, and streamline available funding sources. The responsible agency could collect program information systematically, which would help provide a more complete picture for decision makers, stakeholders, and community members.

Introduction to Extended Learning

Extended Learning Opportunities

As an essential aspect of K–12 education, Extended Learning Opportunities (ELOs) are defined by the National Education Association as "a broad range of programs that provide children with academic enrichment and/or supervised activities beyond the traditional school day, and, in some cases, beyond the traditional school year."[3] The need for ELOs is prevalent in every community throughout the country, and they have been proven to be cost-effective initiatives for states for the long term. There are multiple benefits to students enrolled in these programs. These include academic, behavioral, and social benefits. Effective program design that is intentional, delivered by highly trained staff, and capitalizes on partnerships is critical to ensuring that benefits can be maximized.

Barriers to accessing extended learning opportunities include costs, transportation, and access. Opportunities to address these barriers are discussed in later sections of the report. A complete review of the benefits, challenges, and best practices of ELOs can be found in Appendix B.

Statewide Afterschool Initiative Learning Task Force

In June of 2016, the Delaware House of Representatives (148th General Assembly) passed House Resolution 39 establishing the Statewide Afterschool Initiative Learning Task Force (Task Force). The Task Force was created to study and make recommendations regarding the creation of a statewide afterschool initiative program.[4]

The Task Force met five times from August 2016 through January 2017 and created a set of three recommendations submitted on June 29, 2016. The recommendations were:

1. Creation of a Delaware Extended Learning Opportunities Council.
2. Provision of a one-time allocation to conduct a detailed market study.
3. Reinstitution of the state funding for public school district extended learning opportunities programs.

Current Study

As a response to Recommendation 2 of the Task Force and at the request of the Delaware Office of Management and Budget, the Institute for Public Administration (IPA) at the University of Delaware completed a landscape analysis and needs assessment of extended

[3] (NEA Education Policy and Practice Department, 2008)
[4] (Statewide Afterschool Initiative Learning Task Force, 2017)

learning opportunities offered in Delaware.[5] This work included a collection of information on current afterschool and summer programs offered in Delaware. IPA also conducted a needs assessment of afterschool and summer program offerings. This was done by comparing the location of service providers with the communities they serve, with particular attention paid to at-risk communities. To gain a greater understanding of perspectives from stakeholders, outreach and informal interviews were conducted. Specific tasks related to these activities were conducted concurrently, and the methods are outlined in the methods section.

Delaware Snapshot

There are approximately 139,000 K–12 school-aged children in Delaware, many of whom could benefit from extended learning opportunities. Both afterschool and summer programs are part of the overarching extended learning definition. Among this school-aged population, there are several notable trends. These trends include an increase in the number of English Learners, students receiving special education services, and the percentage of students from low-income families. Data and information related to these trends are detailed in later sections of the report.

In 2014, the Afterschool Alliance conducted the *America After 3PM* national survey. This study found that 18 percent of Delaware children participated in afterschool programs.[6] Of those children, 43 percent qualified for free or reduced price lunch and 39 percent reported that they received government assistance for the cost of the program.[7]

According to the Afterschool Alliance survey data, 73 percent of Delaware parents with children in Delaware afterschool programs said their child's participation in these programs reduced their likelihood of engaging in risky behavior, and 65 percent said the programs excited their children about learning and prepared them for the workforce.[8]

Barriers to Access

Access barriers to extended learning opportunities in Delaware are similar to those experienced nationally. In the *Delaware After 3PM*study, researchers from the Afterschool Alliance concluded that 40 percent of households with school-aged children surveyed who were not enrolled in extended learning opportunities would be if one were available to them.[9] Given this need, it is important to identify and assess the potential barriers Delaware students and

[5] Extended learning opportunities encompass summer programs that operate for five weeks or more or afterschool programs offered consistently over the school year.
[6] (Afterschool Alliance, 2019)
[7] (Afterschool Alliance, 2019)
[8] (Afterschool Alliance, 2016)
[9] (Afterschool Alliance, 2019)

families are facing in order to increase access to extended learning opportunities. Across the literature, the most common and significant barriers to access include:

- Costs
- Transportation and location
- Access to program information

Costs

Costs of extended learning opportunities pose barriers for many Delaware families. According to the Afterschool Alliance, in 2014 the average cost of afterschool programs in Delaware amounted to $89 per week, and the average cost of a summer program was $250 per week. Average costs create a barrier for many Delaware families, especially for the 114,360 people who were living below the poverty line in Delaware as of 2016. The monthly gross income for a family of two living on the poverty line amounts to $1,354, making it very difficult to allocate their income each week to extended learning opportunities.[10] Despite state and provider subsidies, costs of extended learning opportunities can make participation difficult for many students who might otherwise benefit from the programs.

Transportation and Location

Delaware is home to both rural and urban communities, which poses unique issues when accessing extended learning opportunities. For example, Delaware's rural geography is less dense and more car dependent. Additionally, fewer public transportation options are available in these areas. Parents living in rural areas, who do not have their children enrolled in extended learning opportunities, reported that they would if programs were available. Of those parents, 46 percent indicated that they chose not to enroll their students because safe and reliable transportation to and from programs was unavailable.[11]

City of Wilmington students also encounter access and transportation issues related to safely getting to and from extended learning opportunities. According to the American Community Survey Five-Year Estimates from 2007–2011, Wilmington has 7,107 households with no vehicle, which accounts for 24.3 percent of the households in Wilmington. Students are put at a significant disadvantage when they are without access to reliable transportation. Students may be expected to walk or take public transportation, which may not be safe options or even possible depending on their locations. Thus, location is a priority for many parents looking to enroll their students in extended learning opportunities in both urban and rural areas.

10 (Center for American Progress, 2019)
11 (Afterschool Alliance, 2016)

Access to Program Information

Without sufficient access to information, students are at a higher risk of not participating in extended learning opportunities. Specific barriers include a lack of easy to find information, access to technology, language barriers, and parental engagement. These issues make it difficult for parents to locate a program that will best fit the specific needs of their child. In 2017, 15,000 people in Delaware did not have any wired Internet providers where they live.[12]Without Internet access, chances of families being fully informed on their extended learning opportunity options are very low. U.S. Census data from 2012–2016 shows that 12.7 percent of Delaware residents speak a language other than English at home.[13] This also poses a barrier for a parent's ability to access and understand information about not only the benefits of extended learning opportunities, but where they are offered and how to register.

12 (BROADBAND NOW, 2018)
13 (United States Census Bureau, 2019)

Methods

To understand the availability and accessibility of extended learning programs in Delaware, IPA utilized three methods of data collection. First, IPA conducted a landscape analysis to identify potential program providers and collect detailed program information about existing afterschool and summer programming. Next, IPA conducted a needs assessment to determine gaps in availability or access to extended learning programs. Finally, IPA engaged in stakeholder outreach to understand the many perspectives and issues surrounding extended learning in Delaware. This section will outline what each method is, how each was used, and important limitations and considerations.

Definitions

The following are definitions of terms used throughout this report.

- **Extended Learning Opportunities** — Programs that provide academic enrichment and/or supervised activities consistently beyond the traditional school day or beyond the traditional school year. These include both afterschool and summer programs.
- **Afterschool Program** — A program operating supervised activities or academic enrichment beyond the traditional school day.
- **Summer Program** — A program operating beyond the traditional school year for five weeks or more during the summer.
- **Vulnerable Populations** — Delaware's K–12 public school-aged children who require special education assistance, are English Learners, and/or who come from low-income households.
- **English Language Learner (EL)** — Per Title 14, Regulation 920 of the Delaware Administrative Code, "English Language Learners are students with limited English proficiency (also referred to as Limited English Proficient [LEP] Students). ELs are individuals who, by reason of foreign birth or ancestry, speak a language other than English, and either comprehend, speak, read, or write little or no English, or who have been identified as English Language Learners by a valid English language proficiency assessment approved by the Department of Education for use statewide."
- **Low Income** — According to the Delaware Department of Education, "Low income is determined by students who receive any one of the following benefits: Temporary Assistance for Needy Families (TANF) Supplemental Nutrition Assistance Program (Direct Certification)."
- **Special Education** — Per Title 14, Regulation 922 of the Delaware Administrative Code, special education "means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the

classroom, in the home, in hospitals and institutions, and in other settings, and instruction in physical education."

Landscape Analysis

In this study, the landscape analysis aimed to identify all possible providers of afterschool and summer programs in Delaware. This will help provide context and a statewide comprehensive list or database of extended learning providers. The project team compiled an internal database of potential providers that included schools, early learning centers, and non-profit, faith-based, and for-profit organizations that served school-aged children outside of the school day. This list served as a starting point for identifying existing programs and collecting information. Currently, a comprehensive list is not available.

Next, IPA developed an online provider survey using surveying software, Qualtrics, to disseminate to the list of potential providers. The survey collected information about the following:

- Site location and service area
- Hours of operation
- Participant capacity and enrollment
- Student demographics
- Funding and cost to attend
- Available transportation
- Program activities

Once the survey was drafted, IPA solicited and received feedback from current service providers, experts in the afterschool field, and experienced surveyors to ensure the survey language and questions were aligned and relevant to the work of extended learning providers. IPA also coordinated with the Delaware Afterschool Network (DEAN), which also disseminated a complementary survey to extended learning programs in Delaware's Promise Communities, to understand the scope of their work, compare the language being used and information being collected, and get additions to the contact list.

IPA disseminated the survey via email to the internal database of potential providers. The team also utilized the reach of organizing agencies such as the Delaware Early Childhood Council, Office of Child Care Licensing, Delaware Afterschool Network, Delaware Department of Education, and school districts. The survey received 177 unique completed responses to the survey, which were used for the landscape analysis.

Using surveys has its limitations, and IPA made an effort to counter the possible limitations. One limitation of this survey is the possibility that existing programs did not receive the survey, because there is no comprehensive list of all extended learning programs in Delaware. As a

precaution, IPA worked with a variety of existing organizations and contacts to ensure the survey was disseminated widely but cannot guarantee all existing providers received it. A second limitation is the possibility that there are providers who did receive the survey but chose not to complete it. IPA sent monthly reminders via email, met with stakeholders, and gave presentations for stakeholder groups to introduce the study and explain the importance and potential benefits of participating to increase engagement.

Needs Assessment

To identify program locations and potential gaps in program availability and access, IPA conducted a needs assessment that included a total of six maps. Survey information and baseline information on statewide demographic information were included on maps to illustrate three aspects of program availability and access: geographic location, age groups served, and financial assistance.

To show potential access gaps in specific geographic areas of the state, responding programs were categorized by organizational *type* (non-profit, for-profit, school-operated, or faith-based) and mapped by the address provided in the survey.

To show potential gaps in access among age groups, responding programs were categorized based on the *age groups served* (elementary school-aged, middle school-aged, and high school-aged). One map was created for each age group and included the location of programs that reported serving that age group. As an indicator of need, baseline information included population percentages for the corresponding ages, as well as the location of major roads, public libraries, and schools.

To show potential gaps in financial assistance available to students, responding programs were categorized by no cost/free programs or those that accept Purchase of Care (POC). Baseline information includes percentage of school-aged children in poverty, as well as those eligible for free and reduced price lunch. Major roads, public schools, and libraries are also included.

Several limitations existed in the needs assessment analysis. To begin, information used as indicators of need is derived from census data, which was last updated in 2016 (three years older than the current study). Secondly, maps only include information from programs that completed the survey. Finally, there are other factors involved with statewide geographic and needs-based analyses. For example, the presence of high school-aged students in an area does not necessarily indicate that an afterschool or summer program is needed since students within this age cohort could be involved in other extracurricular activities that do not meet this study's definition of extended learning (e.g., school or community sports teams, volunteerism) and/or have part-time jobs. Also, Delaware, despite its size, is varied in geographic and demographic composition. Therefore county and jurisdictional comparisons are challenging.

Stakeholder Outreach

The last piece of the study was gathering feedback from providers and stakeholders on the state of afterschool and summer programs in Delaware. IPA reached out to a variety of stakeholders including Task Force members, service providers, legislators, and representatives from relevant state agencies. The team conducted informal confidential interviews with the stakeholders to inquire about the barriers and challenges they face or observe, ways to better serve students outside of the regular school day, and other suggestions for improving extended learning opportunities in Delaware. Recurring topics and key themes from these interviews are included throughout the report.

Results

The goal of this study is to provide an overview of the current state of extended learning programs in Delaware. A landscape analysis was conducted to collect information on existing programs and a needs assessment was completed to show the need for programs and gaps in access according to various indicators. This section highlights important trends recognized as a result of these processes. **The results shown represent the responses received from the survey and may not provide a complete picture due to missing or unreported data.**

Due to the low response rate from schools to the initial survey, a supplemental data request was distributed to each of the 19 school districts. Additional information was collected on afterschool and summer programs offered in schools in Delaware, predominantly ones funded from local sources such as the extra time match tax.[14] Note that not all of these programs would fall under this report's definition of an extended learning opportunity. While the list is not all-inclusive of the afterschool and summer programs offered at schools in Delaware, it does provide valuable context for conversations related to program offerings across the state. Appendix C includes the collected data.

Access to Afterschool Programs

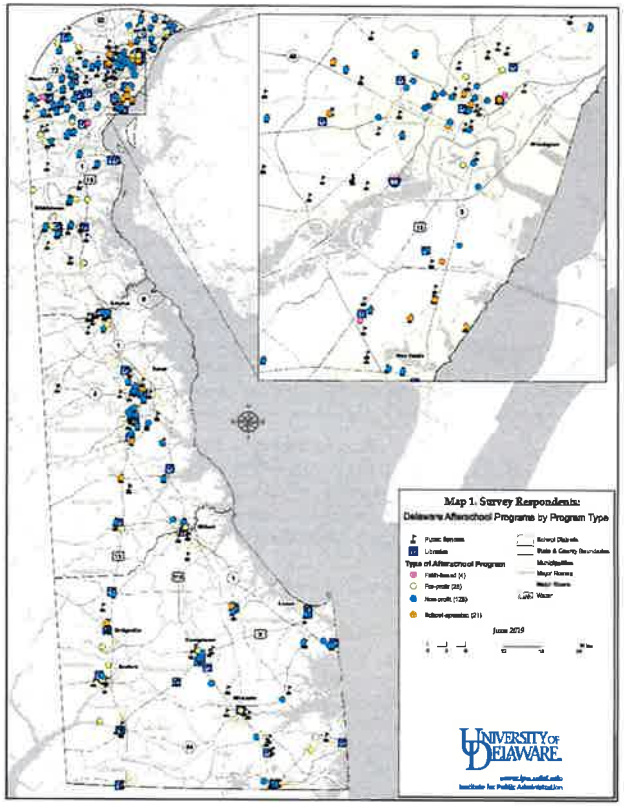
The following results are broken down into three aspects of access to afterschool programs: availability of programs for different locations and age groups, availability of financial resources, and availability of transportation to and from the program. The results in this section represent the 165 programs that responded to the survey as having an afterschool program. Since not every respondent answered every survey question, the number of respondents varies and is noted throughout.

Availability of Programs

Availability of programs is discussed in terms of hours and days of operation, program locations, and age groups served. In terms of operating hours, 97 percent of responding programs indicate that they operate for four or more days per week. The majority of responding afterschool programs (77%) reported being open from the end of the school day until 6:00 p.m. or later. The following map displays distribution of the 165 reporting afterschool program locations across the state by organization/site type. School districts, libraries, and municipal boundaries are also included.

[14] The state share of this funding source was cut in FY 2009 and severely limited the ability of school districts to offer extended learning opportunities to students.

Map 1. Afterschool Programs across the State by Site Type



As indicated by the blue dots in Map 1, a majority of afterschool programs reported in Delaware are offered by non-profit organizations in New Castle County (including the City of Wilmington). While those reported do not represent all existing programs, the larger number of reported programs in New Castle County reflects this area's population density compared to the other two counties. There are 27 programs reported in the City of Wilmington, with two-thirds of those programs offered by non-profits. There are fewer reported Kent and Sussex County-based programs than New Castle County programs. However, the number reported in the lower two counties is similar, with slightly more for-profit programs reported in Sussex County.

The following table illustrates reported statewide afterschool programs by type of organization (non-profit, for-profit, school-operated, or faith-based). Survey respondents who reported multiple sites in one survey response are represented in Table 1 once; however, the multiple sites are represented separately on the maps.

Table 1. Number of Afterschool Programs in Each County by Site Type

	Statewide	New Castle*	Kent	Sussex	City of Wilmington
Non-profit	115	73	22	20	18
For-profit	27	15	3	9	3
School-operated	19	12	4	3	5
Faith-based	4	4	0	0	1
Total	165	104	29	32	27

*New Castle includes City of Wilmington programs as well.

Programs by Age Groups/Grades Served

In addition to program type and location, the survey sought to identify the number of programs serving specific age groups and grades served. The following maps break down the existing programs by the age groups—elementary, middle, or high school-aged students. As indicated in Maps 2–4, most of the currently reported programs available in Delaware serve elementary students. Of the 163 programs who reported on the age groups served, 86 percent serve children in elementary schools, grades K–5. Forty percent of reporting programs serve middle school, and only 14 percent serve high school students. In reviewing this information, it is important to recognize:

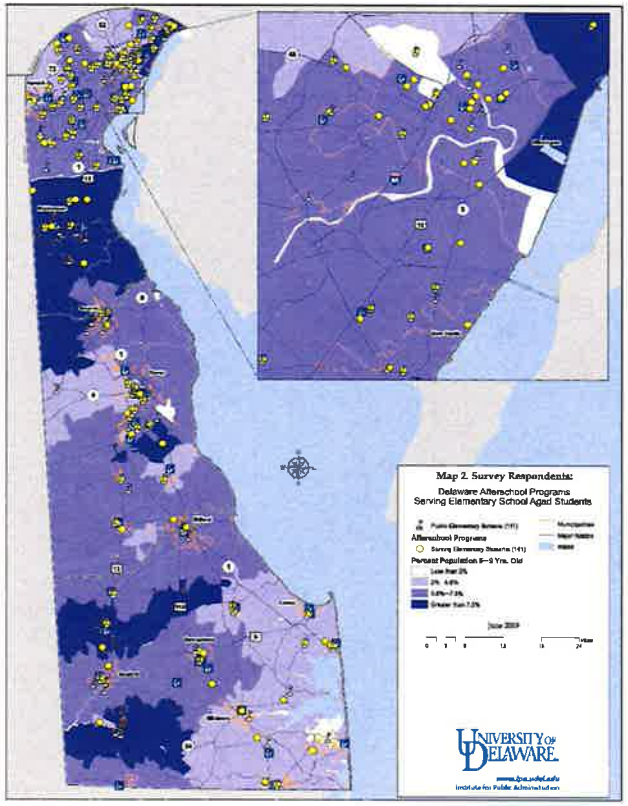
- Programs illustrated on the maps are *only* those that responded to the survey.

- Most reported programs serve elementary school-aged students; while there are fewer reported middle and high school programs, this information does not include extracurricular activities available for older age groups and grade levels, such as clubs, athletic programs, and part-time jobs.
- Program information for elementary school-aged was more easily available through existing lists such as the Early Childhood Council and the Office of Child Care Licensing.
- Population variances and geographic differences among the state's jurisdictions are reflected in:
    - Greater number of programs reported in New Castle County, including the City of Wilmington;
    - Fewer reported programs in Kent and Sussex Counties; and
    - Most reported programs in Kent and Sussex Counties are located in and around schools and/or incorporated areas; this reflects access boundaries, but should also be continually weighed against population trends in terms of where students live and attend school.

While the maps and data tables help provide a snapshot of current reported programs by age and grade level, limitations exist between reported information about programs and the actual number of programs that exist statewide. However, such tools and visual resources can be helpful in conducting more ongoing and continual inventories and assessments of Delaware's statewide afterschool programs.

The following maps break down the existing programs by the age groups—elementary, middle, or high school-aged students. As indicated in Maps 2–4, most of the currently reported programs available in Delaware serve elementary students.

Map 2. Afterschool Programs Serving Elementary School-Aged Students



The yellow dots in Map 2 represent reported statewide afterschool programs serving *elementary* school-aged students (grades kindergarten to five). Most programs are located near or at elementary schools. Overall, there are a greater number of reported programs serving elementary students than those serving middle and high school-aged students. It is important to note that program information for elementary school-aged students was more easily available through existing lists such as the Early Childhood Council and the Office of Child Care Licensing. Programs serving elementary students are mapped along with the estimated percent of Delaware's population age 5–9 years old (2013–2017) by ZIP Code.

Areas with higher percentages of children age 5–9 years old are represented by the darker shaded areas. The darkest-shaded pockets include areas in or near:

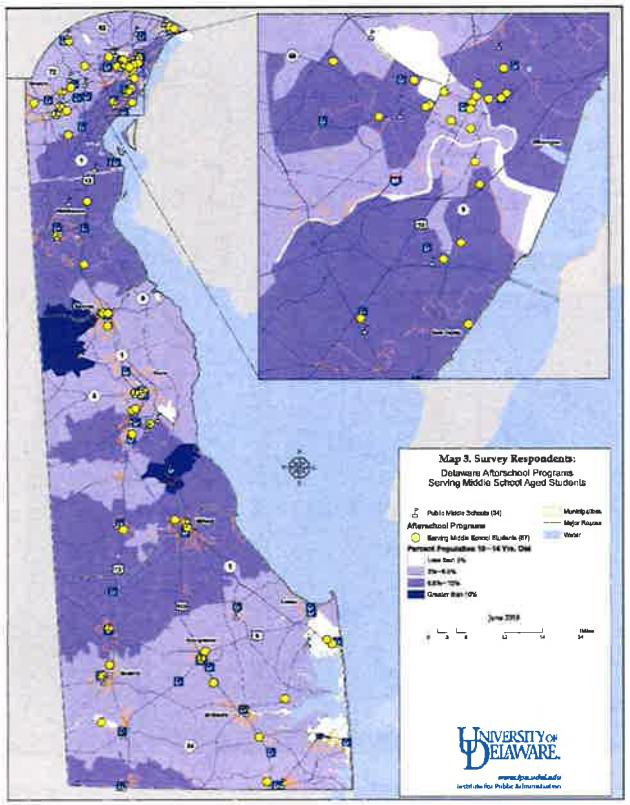
- City of Wilmington
- Southern New Castle County, including north and south of Middletown
- Northwest Kent County, north and south of Smyrna
- Central Kent County, south of Dover
- Sussex County, between Bridgeville and Ellendale and east and west of Laurel

In most of these areas, there are programs that reported being located near elementary schools. A few of these areas do not have schools or many programs nearby. These darkest-shaded pockets may be areas worth further review and consideration—to identify whether there are unreported and/or underserved students in these areas.

Other noteworthy areas are those located in various areas of Kent and Sussex Counties. There are fewer schools in these areas. However, compared with other areas of the state, there is a higher concentration of elementary school-aged children residing in these communities and relatively few reported programs. Given the more rural, less accessible nature of these areas, it is important to continually review and confirm the actual number of programs available and children served within them. See Appendix C for additional programs offered by schools across the state not included in the survey.[15]

[15] While not all of the programs would fall under this report's definition of an extended learning opportunity and the report is not all-inclusive of the programs offered at schools in Delaware, it does provide valuable context for conversations related to program offerings across the state.

Map 3. Afterschool Programs Serving Middle School-Aged Students



The yellow dots in Map 3 represent reported afterschool programs serving *middle* school-aged students (grades 6 to 8). There are fewer responding programs serving middle school-aged students than those serving elementary students. Again, it's important to note that elementary program information, versus other grade level programs, was also most accessible. Reported programs are mapped with the estimated percent of Delaware's population age 10–14 years old (2013–2017) by ZIP Code.

Areas with higher percentages of individuals age 10–14 are represented by the darker-shaded areas. The darkest-shaded pockets include areas in or near:

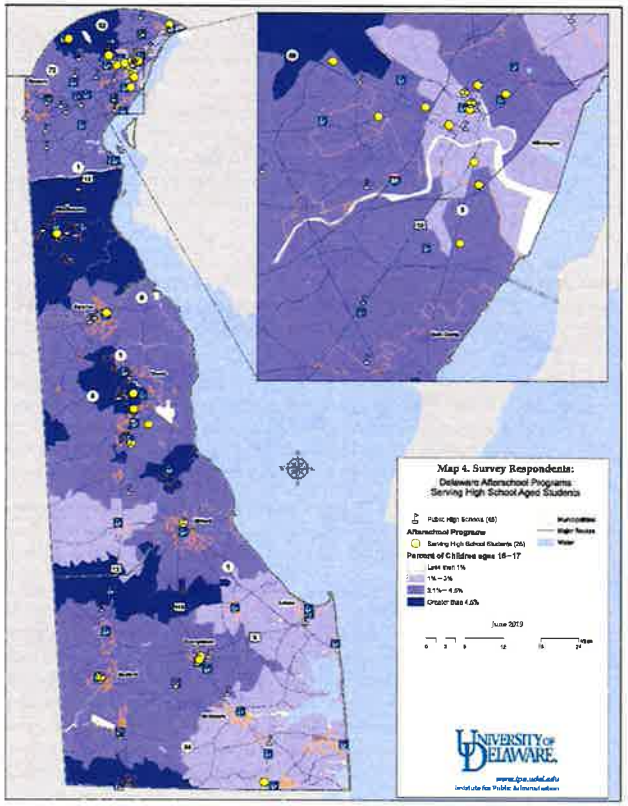
- Northern Kent County, near and southwest of Smyrna
- Central and southern Kent County, in and around Camden and between Dover and Milford

Other, relatively large concentrations of middle school-aged children include areas in or near:

- North and south of the City of Wilmington
- Southern New Castle County, including north and south of Middletown
- Central and western Kent County, including south of Dover
- Northern Sussex County
- Southwestern Sussex County, in and around Delmar

While fewer afterschool programs were reported in southern Kent County and northern Sussex County, there are also fewer schools located in these areas. However, since transportation is limited in these areas, it will be important for future work to review and confirm the actual number of programs available and children served.

Map 4. Afterschool Programs Serving High School-Aged Students



The yellow dots in Map 4 represent responding statewide afterschool programs serving *high* school-aged students (grades 9 to 12). Compared to programs serving elementary and middle school-aged students, there are few reported programs statewide serving this cohort. Reported programs (24) are mapped along with the estimated percent of Delaware's population age 15–17 years old between 2013 and 2017 by ZIP Code. Areas with higher percentages of individuals age 15–17 are represented by the darker-shaded areas.

The darkest-shaded pockets include areas in or near:

- Northwest New Castle County
- Southern New Castle County, including north and south of Middletown
- Western and central Kent County, west and south of Dover
- Northern Sussex County, between Bridgeville and Ellendale
- Southwest Sussex County, in and around Delmar

Areas where very few programs are reported include the Glasgow and Newark areas, north and south of Milford, and between Bridgeville and Delmar. These are areas where high schools are located and there is a relatively high concentration of high school students. See Appendix C for additional programs offered by schools across the state not included in the survey.[16]

The following table shows the number of afterschool programs by county in Delaware.

Table 2. Number of Afterschool Programs in Each County by Grade Level Served

Grade Level Served*	Statewide	New Castle	Kent	Sussex	City of Wilmington**
Elementary (K–5)	140	88	25	27	22
Middle School (6–8)	66	37	12	17	18
High School (9–12)	24	15	4	5	10

* Although 163 programs responded, one program may serve multiple grade levels. N = 163
** New Castle includes City of Wilmington programs as well.

Students Served by Aftercare Programs in Delaware

Survey respondents were asked to report the demographics of their student enrollment, including gender, race/ethnicity, and percentage of English Language Learners/English as a Second Language students (referenced as English Learners subsequent to the facilitation of the survey), special education students, and free or reduced price lunch eligible students.

[16] While not all of the programs would fall under this report's definition of an extended learning opportunity and the report is not all-inclusive of the programs offered at schools in Delaware, it does provide valuable context for conversations related to program offerings across the state.

Information was also collected on programs targeted to language ability, gender, intellectual ability, physical disability, income level, and minority status. While this information was limited, it provides a snapshot of the participants in reported programs. To identify future needs of specific students in geographic areas of Delaware, it will be necessary to collect additional information over time. Moving forward, information on areas with underserved, minority, and vulnerable populations will be particularly relevant. As mentioned in the Definitions section above, "vulnerable populations" include Delaware's K–12 public school-aged children who require special education assistance, are English Language Learners, and/or who come from low-income households.

Special Education Students

A total of 76 survey participants responded to the question regarding the percentage of special education students served. Of these, 22 reported that at least 10 percent of their program participants are special education students.

Inventory of this aftercare participant population is increasingly important. Over the past decade, Delaware's special education population has increased by approximately 28 percent.[17]And, as studies have shown, students with special needs who participate in afterschool programs typically experience higher academic achievement, improved school attendance, and improved behavior.[18]

English Language Learners

A total of 61 survey participants responded to the question regarding the percentage of English Learners. Of the 61 respondents to this question, 11 reported that at least 10 percent of their program participants fall into this category. Most programs reported are located in New Castle County.

While survey information collected about English Learners is limited, this student population is growing. Recent information provided through the Delaware Report Card Snapshot data indicates that English Learners account for approximately 9–10 percent of the state's total enrollment in public schools. According to the U.S. Department of Education, this percentage mirrors the national student population.[19]

Information aggregated by the Rodel Foundation, shows that Delaware's English Learner student population is a diverse and growing cohort.[20] Seventy-five percent of Delaware's

[17] (Rodel, 2019)
[18] (Afterschool Alliance, 2008)
[19] (U.S. Department of Education, 2016)
[20] (Rodel, 2019)

English Learner population are native born. Fourteen percent are students with disabilities and over half are considered low income.

While New Castle County has the largest population of ELs, the fastest growing segments of this population are living in Sussex County—particularly the central and western areas of the county.[21] Until recently, Delaware was one of four states that did not allocate specific school/curriculum funding to serve this population.[22] Ongoing assessment and measurement of aftercare needs should consider how programs are responding to this increasing population statewide. This is particularly true in areas where transportation and access are more challenging.

Low-Income Students

Family and student income and socioeconomic status are important factors when considering financial access to programs as childcare is likely one of the most significant expenses in a budget after housing. In 2014 the average cost of afterschool programs in Delaware amounted to $89 per week, and the average cost of a summer program was $250 per week.

For this study, survey respondents were asked to report on the percentage of participants who are eligible for free and reduced price lunch and whether the programs offer targeted programming for low-income participants. A total of 90 survey participants responded to the section about participants' eligibility for free or reduced price lunch. Of those 90, over half indicated that 75 percent or more of their program participants are eligible for free or reduced price lunch. This information helps to depict the needs of students based on family income and potential nutritional challenges confronted by afterschool program participants. Importance of healthy diet in learning and extended learning is well known and has been shown to impact the academic achievement of young people.[23]

Of the survey respondents who indicated that they provide targeted programs based on language, income, and other variables, income was most often selected. Details about these programs were not requested as part of the survey.

Since there are various ways to define or measure student and family income-related information pertaining to educational and school-related programs, data collection efforts and analysis of programs targeted to low-income students are challenging. As indicated by national resources, there are pros and cons to the various income-related definitions and measurements.[24] Each alone should not be considered a measure of socioeconomic status (SES), since a broader range of family characteristics may be indicative of student need or

[21] (La Esperanza, 2019)
[22] (Rodel, 2019)
[23] (Delaware Office of Child Care Licensing, 2019)
[24] (Snyder and Mussu-Gillet, 2015)

performance.[25] Moving forward, understanding and clarifying the varying data sources for low-income status in Delaware will be important components in defining consistent tracking and measurement tools for assessing statewide aftercare programs.

Financial Assistance

This section discusses financial assistance available from the organizations' as well as the community members' (user) perspectives. An organization's financial access is considered through an examination of the sources of funding available and utilized by existing programs. A community member's financial access is considered by the financial assistance available.

Survey respondents were asked to identify the sources of funding they used to support their afterschool programs. Respondents were able to select multiple sources of funding from federal, state, local (school district funding), and organizational levels. Of the 165 afterschool program responses, 125 programs reported on funding sources. The most commonly reported used funding source was Purchase of Care, with 73 percent of reporting programs relying on this state source. Purchase of Care (POC) is a state-run financial assistance program that provides aid for low-income families to afford childcare. Families with young children are supported, so that parents or guardians maintain employment or attend training programs.[26]

Overall, 43 percent of afterschool programs reported using a combination of two or more funding sources to support their programs. The following table shows the breakdown of funding sources used by existing afterschool programs.

Table 3. Number of Afterschool Programs by Reported Sources of Funding

Funding Sources		Programs
Federal	21st Century Community Learning Centers	20
	Community Services Block Grant	6
	Title 1 Funds	3
State	Purchase of Care	91
	Grant-in-Aid	22
	Department of Services for Children, Youth and Their Families	16
	Division of Public Health	5
Local	Extra Time Match Tax	0
Organizational	Tuition	39
	Internal Funding	32
	Donations	14
	Private Foundations	11

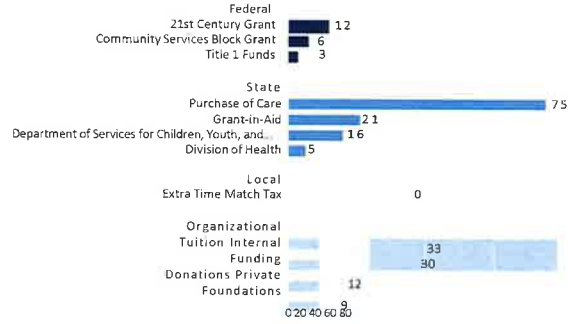
Note: One program may utilize multiple sources of funding.

[25] (Snyder and Mussu-Gillet, 2015)
[26] (Delaware Office of Child Care Licensing, 2019)

The funding sources used to support programming vary depending on the type of organization. Non-profit organizations made up the majority of the responses (97), followed by for-profit (15), school-operated (11), and faith-based (2) organizations. Of the 97 non-profit run afterschool programs, 77 percent reported that they rely on state-level funding through Purchase of Care to fund their programs. This is overwhelmingly the most-utilized funding source. Purchase of Care is only available for care of children through age 12.[27] Tuition fees and internal organizational funding are the next most-used sources of funding, but with only 34 and 31 percent of programs, respectively.

The chart below shows the utilization of funding sources of afterschool programs run by non-profit organizations. Overall, the afterschool programs operated by non-profit organizations that responded rely heavily on funds from the state, specifically Purchase of Care, Grant-in-Aid and Department of Children, Youth and Their Families, and these programs supplement with organizational funds through tuition fees and other internal funding.

Figure 1. Funding Sources Used by Afterschool Programs Operated by Non-Profit Organizations



Note: One program may utilize multiple sources of funding.

The for-profit organizations that responded also frequently rely on Purchase of Care (51%) for their funding. The only other reported source was tuition fees (22% of reporting organizations), which is a typical funding source utilized by for-profit organizations. Only 11 school-operated

[27] (Delaware Office of Child Care Licensing, 2019)

afterschool programs reported on funding sources and nearly all utilize federal 21st Century Community Leaning Centers funds. Only two faith-based programs reported their funding and indicated multiple sources to run their afterschool programs.

Respondents were also asked about the fees charged to participate in their afterschool programs. Of the 135 programs that responded about fees, a majority of programs (79%) charge tuition fees to participate in their programs, and an almost equal number accept Purchase of Care waivers. However, Purchase of Care is limited to families with young children.

Table 4. Fees Associated with Afterschool Programs

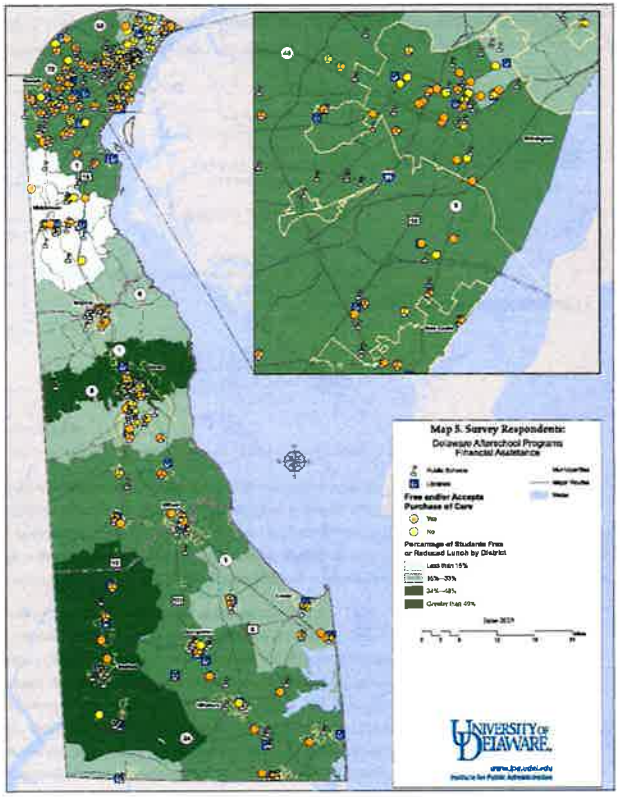
Type of Fee	Number of Programs Statewide
Tuition Charged to Participate	107
Purchase of Care Accepted	100
Financial Assistance Available	65
Free to Attend	33

The following maps shows afterschool programs that are free to attend and/or programs that accept Purchase of Care, as indicators of financial access and assistance. Income-related information is based on free and reduced price lunch eligibility by district (Map 5) as well as poverty rate information by ZIP Code from the U.S. Census (Map 6). As previously referenced, low-income data can be reported using varying definitions, and each alone should not be considered a measure of socioeconomic status (SES).[28]

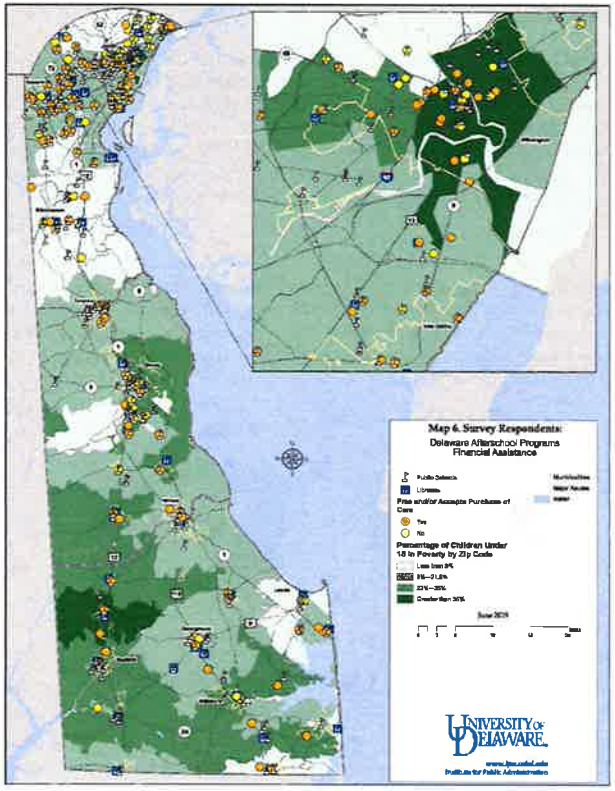
Map 5 illustrates programs with financial assistance available rates of free and reduced price lunch eligibility as reported by school district. Map 6 illustrates programs with financial assistance available along with income status based on ZIP Code-based statewide poverty rates.

[28] (Snyder and Mussu-Gillet, 2015)

Map 5. Afterschool Programs That Are Free or Accept Purchase of Care and Free and Reduced Price Lunch by District



Map 6. Afterschool Programs That Are Free or Accept Purchase of Care and Percent Low Income by ZIP Code



In reviewing both maps, many reported programs accept Purchase of Care. There are a few areas where schools are located, and no assistance is reported. These include in and around Smyrna, central Kent County, and western Sussex County near Laurel. Given the percentage of students eligible for free and reduced price lunch[29] and the percentage of school-aged youth living in poverty in these areas, further review and consideration to confirm financial assistance available to students are important. See Appendix C for additional programs offered by schools across the state that are not included in the survey.[30]

Ability to Access Programs

The final aspect of access discussed in this study is the ability to get to programs. Offering programs is important but being able to get to and from the programs can be a concern for some families, particularly those that do not have reliable and/or consistent transportation. Survey respondents were asked to identify the availability and methods of transportation used by participants to arrive at and depart from the afterschool program. These results are broken down by county and the City of Wilmington due to their distinct geographic characteristics and challenges.

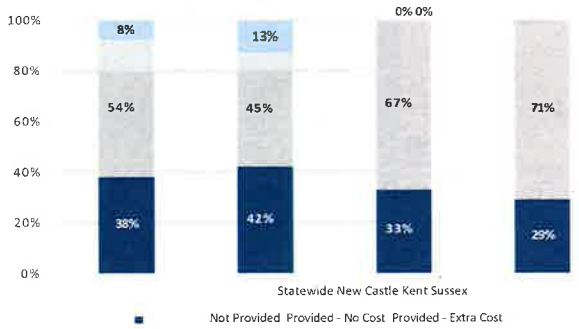
Of the 165 afterschool programs that completed the survey, 138 reported on the availability of transportation to arrive at the site. It is important to note that not all programs need transportation, particularly programs that are operated in or by a school, as the kids are already on site; 54 of the reporting afterschool programs fall into this category.

For afterschool programs that do not report operating on site, the majority provide free transportation to their afterschool programs. A large number of programs in Kent and Sussex Counties are on site or provide transportation, which is important to note given the geographic characteristics of those regions. Although the survey did not address this, it is interesting to note that 28 programs mentioned using school buses as a mode of transporting students to their afterschool program sites. The following chart shows the availability of transportation for afterschool programs that are not operated on site and is broken down by county.

[29] The total number of Eligible Free and Reduced Price Lunch recipients participating in the Free and Reduced Price Lunch Program by school district in the 2015–16 school year divided by the total number of students in each school district in the 2015–16 school year. This number is calculated using the 2015–16 school year recipients and the 2015–16 school year counts of students as reported in the Common Core of Data from the National Center for Education Statistics. Any school district for which the number of eligible free and reduced price lunch recipients or the number of students is not available is displayed on the map as having Insufficient Data.

[30] While not all of the programs would fall under this report's definition of an extended learning opportunity and the report is not all-inclusive of the programs offered at schools in Delaware, it does provide valuable context for conversations related to program offerings across the state.

Figure 2. Availability of Transportation to Afterschool Program Site by County



Of the 138 programs that reported on transportation home from the afterschool program, only 22 (16%) programs offer free or paid transportation home. Of the remaining programs that do not provide transportation, 84 programs (72%) report that the participants rely on private rides to return home, and a small number walk or use public transportation. Access and transportation to programs can be challenging for students living in both rural and more urban settings in Delaware.

Capacity and Enrollment

In an attempt to determine the number of slots available to children, survey respondents were asked to provide their enrollment capacity, current enrollments, and waitlist information (if applicable) by grade level (Pre-K, K, 1, 2, etc. through grade 12) for the 2017–18 school year. Responses to these questions were very inconsistent. Additional follow-up was conducted to capture more capacity and enrollment data from programs, but the response rate was still low. Out of 165 reporting K–12 afterschool programs, only 93 programs (56%) completed the capacity question and 126 (78%) completed the enrollment question but, in many cases, both questions were not answered for a direct comparison. Since the responses were inconsistent, it is not possible to directly compare capacity and enrollment data or analyze the capacity data. The low response rate could be due to programs not tracking capacity in the same way as was represented on the survey, not tracking capacity information at all, or not having access to the data at the time of the survey. The state should consider collecting capacity data as part of a larger data collection process.

The enrollment of the responding programs throughout the state is provided below. Only 78 percent of reporting afterschool programs responded. This is not representative of the state, only representative of the responding programs. Table 6 represents the number of students enrolled in each grade level by county for the responding programs. Most programs serve more than one grade level. The state should also consider collecting enrollment data as part of a larger data collection process.

Table 6. Number of Students Enrolled Afterschool Programs in Each County by Grade Level Served

Grade Level Served*	Statewide	New Castle	Kent	Sussex	City of Wilmington**
Elementary (K–5)	6,584	3,931	1,000	1,653	993
Middle School (6–8)	2,260	1,866	63	331	679
High School (9–12)	3,512	2,128	1,196	188	679

* One program may serve multiple grade levels.
** New Castle includes City of Wilmington programs as well.

Types of Programming

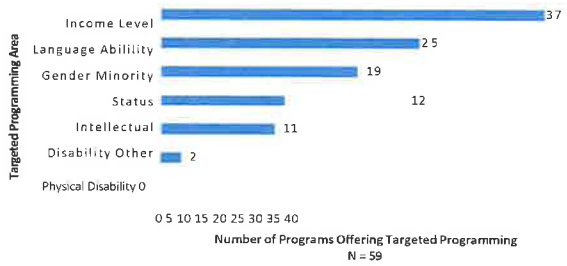
To determine the special programming offered and the types of populations served by existing programs, survey respondents were asked if they offered targeted programming to special populations. Out of 165 reporting K–12 afterschool programs, 59 programs (36%) reported that they offered targeted programming for special purposes. Respondents could choose from seven target population areas, including a write-in "other" option, and could choose more than one option. Survey options included:

- Income level (e.g., specific programming for low-income students)
- Language ability (e.g., English Language Learners)
- Gender (e.g., women in STEM)
- Minority status
- Intellectual disability
- Physical disability
- Other

Targeted programming based on income level was the most common response, with 37 programs reporting, or about half of respondents for that question. Language ability was the second-most common response, from about one-third of respondents. Most write-in options for "other" provided further clarification about programming, so "other" was only included if the indicated programs were different from the ones already listed. Some write-in options

included programming for academically at-risk students and kindergarten readiness. Figure 3 shows the number of afterschool programs that indicated targeted programming, by program purpose.

Figure 3. Number of Afterschool Programs with Targeted Programming



To determine activity areas offered by existing programs, survey respondents were asked to report on the types of activities that they offer. Out of 158 reporting K–12 afterschool programs, 135 (85%) reported on activity type. The survey gave eight category types for program activities. Programs could select more than one option. These included:

- Homework help (e.g., unstructured homework/study time)
- Academic assistance (e.g., structured and adult-supported homework help)
- Academic enrichment (e.g., STEM projects)
- Enrichment activities (e.g., cultural enrichment, arts, music, career readiness, field trips)
- Community service (e.g., volunteer work)
- Health and wellness (e.g., health education, nutrition, mental health, drug/alcohol prevention)
- Recreation (e.g., sports, games, free time)
- Targeted programming for a specific population

The top three activity areas include recreation, homework help, and enrichment activities (over 84%). About two-thirds of responding programs reported academic assistance, academic enrichment, and health and wellness activities. Some write-in activities for targeted programming included 4H, Boy Scouts and Girl Scouts, drill team, prevention programs, and activities targeted for designated students. Figure 4 shows the number of afterschool programs that offer each activity type.

Figure 4. Afterschool Programming by Activity Type

Access to Summer Programs

The following results are broken down into three aspects of access to summer programs: availability of programs for various locations and age groups, availability of financial resources, and availability of transportation to and from the program. The results in this section represent the 98 programs that responded to the survey as having a summer program. Since not every respondent answered every survey question, the number of respondents varies and is noted throughout.

Availability of Programs

The availability of programs is discussed in terms of the hours/days of operation and locations of the programs and the various age groups served by each program. Looking at the operating hours, 97 percent of responding programs operate four or more days per week.

A majority of summer programs in Delaware are run by non-profit organizations. New Castle County has the most programs in the state, which is likely due to it having the largest population. There are 20 programs in the City of Wilmington. About two-thirds of summer programs are being run by non-profits. Kent and Sussex Counties have a similar number and composition of programs, but Sussex County has more programs run by for-profit organizations. The following table shows the breakdown of summer programs across the state by type of organization (non-profit, for-profit, school-operated, or faith-based).

Table 7. Number of Summer Programs in Each County by Site Type

Site Type	Statewide	New Castle*	Kent	Sussex	City of Wilmington
Non-profit	61	30	14	17	14
For-profit	20	11	3	6	2
School-operated	15	10	3	2	3
Faith-based	2	2	0	0	1
	Total 98				53 20 25 20

*New Castle includes City of Wilmington programs as well. N = 98

Of the 90 programs that reported on the age groups served, over 80 percent serve children in elementary schools, grades K–5. Almost two-thirds of reporting programs serve middle school, and only 22 percent serve high school students. However, this doesn't necessarily represent a significant gap in service given that the needs of students change as they grow. There could be a lower need for everyday summer programming in middle and high school since there are more extracurricular activities available, such as clubs, sports teams, and part-time jobs.

Table 8. Number of Summer Programs in Each County by Grade Level Served

Grade Level Served*	Statewide	New Castle	Kent	Sussex	City of Wilmington**
Elementary (K–5)	74	35	19	20	12
Middle School (6–8)	58	34	10	14	13
High School (9–12)	20	14	2	4	8

* Although 90 programs responded, one program may serve multiple grade levels. N = 90

** New Castle includes City of Wilmington programs as well.

Financial Assistance

In addition to understanding the distribution of available programs, it is important to understand the types of funding programs use and accept. In this section, financial assistance is discussed from an organization's perspective as well as a community member's perspective. An organization's financial assistance is looked at through the sources of funding available and

utilized by existing programs. A community member's financial assistance is looked at by the financial assistance available.

Survey respondents were asked to identify the sources of funding they used to support their summer programs. Respondents were able to select multiple sources of funding from federal, state, local, and organizational levels. Of the 98 summer program responses, 78 programs reported on funding sources. The most commonly used funding source was Purchase of Care, with 53 percent of reporting programs relying on this state source, followed by 21st Century Community Learning Center funds, grants, and state Grant-in-Aid, 27 percent and 26 percent, respectively. The following table shows the breakdown of funding sources used by reporting summer programs.

Table 9. Sources of Funding Used by Summer Programs

	Funding Sources	Number of Programs
Federal	21st Century Community Learning Center Funds	21
	Community Services Block Grant	8
	Title 1 Funds	2
	Purchase of Care	41
	Grant-in-Aid	20
	State Department of Services for Children, Youth, and their Families	14
	Division of Public Health	5
	Local Extra Time Match Tax	0
	Tuition	16
Organizational	Internal Funding	13
	Donations	13
	Private Foundations	6

* One program may utilize multiple sources of funding. N = 78

Respondents were also asked about the fees charged to participate in their summer programs. Of the 86 responding programs, more than two-thirds charge tuition to participate in the program, and an equal number reported that there is financial assistance available for participants.

Table 10. Fees Associated with Summer Programs

Type of Fee	Programs Statewide
Tuition Charged to Participate	63
Purchase of Care Accepted	53
Financial Assistance Available	63
Free to Attend	31

Physical Access

The final aspect of access discussed in this study is the physical access to programs. Just having programs in the state is not enough, being able to get to the programs can be a concern for families in high-needs areas or who do not have reliable and/or consistent transportation. Respondents were asked to identify the availability and methods of transportation used by participants to arrive to and depart from the afterschool program. These results are broken down by county and the City of Wilmington due to their distinct geographic characteristics and challenges.

Of the 98 summer programs that completed the survey, 83 reported on the availability of transportation to arrive at a program's site, and 84 reported on the availability of transportation to leave from a program's site. Only 22 percent and 26 percent of programs provide transportation to and from their sites, respectively.

Of the 86 programs that reported on transportation to the program, only 16 (19%) provide transportation to their sites. Nearly all programs reported that participants relied on private rides (91%). Of the 85 programs that reported on transportation from the program, 22 (26%) provide transportation home from their sites. Private rides are also heavily relied on, with 88 percent of programs reporting this as a major method to leave the program.

Discussion

As the findings of the study demonstrate, the implementation of extended learning opportunities in Delaware is complex. There are a variety of organizations, agencies, and stakeholders across the state that are involved in providing valuable educational, enrichment, and recreational opportunities to students outside of school time. Through conducting the landscape analysis, needs assessment, and conversations with stakeholders, the project team has identified multiple areas for potential state action including:

- Governance and oversight
- Funding
- Program development and quality improvement
- Systematic collection of data
- Increased awareness of programs
- Expanding access

These considerations offer systematic direction in providing high-quality extended learning opportunities to children in Delaware, particularly for the state's most vulnerable student populations.

Governance and Oversight

Currently, there is no single government agency that is responsible for overseeing and coordinating the efforts of extended learning programs in Delaware. Identifying and designating an appropriate state agency to fulfill this task is critical, as future initiatives in this space will require sufficient staff resources to oversee and implement them with fidelity. Its work could address issues of awareness, lack of quality standards and aligned professional development, and funding overlaps and/or gaps. With additional staffing and funding, a primary state agency could fulfill this role in collaboration with groups such as the Delaware Afterschool Network (DEAN), the proposed Extended Learning Opportunities Council, Early Childhood Council, and other key stakeholders. Appendix B offers some examples of how states and localities implement extended learning programs in a systematic way. Identified models include the Local Oversight Model, State Oversight Model, and Provider Network Model. Delaware currently falls under the Provider Network Model, however, appointing a state agency to take the lead in this area would shift it toward a State Oversight Model. Each of the following considerations is dependent upon a primary state agency taking the lead on implementing the actions.

Funding

Delaware extended learning programs currently utilize a combination of funding sources to support the delivery of their programs across the state. This includes established federal and state sources, ad-hoc philanthropic grants or partnerships, and fees-for-service. However, in many cases these funding sources are not sustainable or sufficient for the long-term operation and growth of extended learning programs. For example, 21st Century Community Learning Center funding, which is provided by the federal government, is awarded to programs for five years with the expectation that programs secure other sources to sustain programming. While this funding supports the development of excellent programs, many of the programs struggle with operations at the end of the grant term. Despite positively impacting children, programs often cease operations due to the inability to develop a long-term, sustainable business model. The state portion of funding designated specifically for school districts to offer extended learning programs was cut in FY2009, which severely limits their ability to provide this service to families in their schools. A large number of Delaware programs utilize state Purchase of Care to fund their programs, however, this funding is only available for children through age 12, which limits the program's ability to serve more age groups. To supplement federal and state funding sources, many organizations utilize private funding made available through philanthropic grants and partnerships with businesses and community organizations. These grants are smaller, short-term, and often targeted toward a specific purpose, which limits their use.

The state could consider creating a designated funding source specifically for extended learning programs. Allocations could be based on programmatic and/or performance criteria, which may help support the development and lifespan of extended learning programs. Designated funding could include a competitive grants allocation process or funding formula that considers factors such as the specific needs of an area, participation in current programs, and/or program criteria. Additionally, funding could also be allocated to programs on a per student basis or as a cost-subsidy to support low-income families. Establishing standards for extended learning opportunities and producing an ongoing program inventory would be essential components to such a process.

The state could also consider reallocating funds that are currently provided by multiple state agencies to one primary agency. Ideally, this funding source would be overseen by a designated lead agency charged with overseeing and coordinating extended learning opportunities in Delaware. A streamlined application and distribution process would help increase accountability for state funding. Additionally, a streamlined funding pool would promote the leveraging of sources and collaboration among service providers. This might increase programmatic impact, while targeting specific populations or types of programs as needed.

Program Development and Quality Improvement

Ensuring that all students in Delaware have access to high-quality extended learning programs will require state and key stakeholders to work collaboratively to assist service providers with program development and quality improvement. To assist in this endeavor, the state should consider working collaboratively with groups such as the Delaware Afterschool Network (DEAN), the proposed Extended Learning Opportunities Council, providers, and other key stakeholders to:

- Establish quality standards for programs and provide technical assistance and professional development opportunities to providers that are aligned with the standards, such as creating a training curriculum for new staff so that all employees in the field can begin work with the same set of base information and skills.
- Create a system plan that addresses topics such as program standards, equal access initiatives for students, professional development, and sustainable funding.
- Ensure that service providers have the resources they need to attract and retain qualified staff, which is currently an issue for providers leading to high rates of turnover.
- Educate service providers on how to engage in regular data collection and program evaluation to improve the quality of services they offer.

Data Collection: System and Program Oversight

Currently, there is not a centralized system for collecting and utilizing storing operational information on extended learning programs in Delaware. This limits the ability of decision makers to understand the full body of work undertaken by extended learning programs and the outcomes that result from it. To address this issue, the state might consider engaging in regular operational data collection to assist public officials and other stakeholders with developing policies and initiatives and promoting accountability. Before engaging in data collection, it will be critical for the responsible party to work collaboratively with stakeholders to obtain agreement on the information that should be collected, term definitions, and the frequency and process. It is recommended that demographic, financial, and outcome data be collected. One potential solution is to create and host a registration website for extended learning programs for the purposes of maintaining an up-to-date database of programs operating in Delaware. At a minimum, the registration process should require service providers to submit information related to the cost of attendance, available subsidies, physical address, operating hours, programs offered, and age levels served.

Increased Awareness of Programs

The lack of regular data collection has made it difficult to document all programs currently operating in the state. There is no comprehensive list of programs for families to reference when finding an appropriate option for their children. As noted in the literature review and through conversations with stakeholders, one of the most significant barriers to accessing extended learning opportunities is awareness of available programs. Ideally, the information collected through the registration website could be uploaded to a public database where families can search for programs that would best serve their children. Accommodations would need to be made to ensure that families who lack access to technology or face language barriers can still utilize this resource.

Expanding Access

As previously mentioned in the report, areas with high concentrations of students with relatively few extended learning opportunities should be prioritized for further exploration. Additionally, vulnerable populations such as special education students, English Learners, and low-income students could benefit greatly from expanded access to extended learning programs. Given the state's demographic trends among these particular student populations, access to and support for programs that are specific to the needs of these populations is important for student success and impact.

Collaborative efforts among stakeholders would help address the barriers such as attendance costs, location of services and available transportation, awareness about and information on the availability of programs, and alignment to student interests that are limiting participation in extended learning programs. However, it is critical that the implementation of collaborative efforts and strategies will need to consider the specific interests of the various populations, communities, and service providers involved. Appendix B offers some examples of how states and localities have addressed these barriers in their communities.

Conclusion

This report provides a landscape analysis and needs assessment of extended learning opportunities offered in Delaware.[31] Key findings of the landscape analysis and needs assessment for afterschool and summer programs that could warrant more discussion and research include:

- There are a greater number of reported afterschool and summer programs serving elementary school-aged children than middle or high school-aged children.
- Utilized funding sources for afterschool and summer programs varied, however, Purchase of Care was the most commonly reported source.
- Very few afterschool programs provided any method of transportation home from the sites, relying heavily on families to arrange private rides home. Transportation to and from reported summer programs was rarely provided (22% and 26%, respectively). Programs reported relying heavily on families to arrange private rides.

As the discussion section highlights, there is a need for more comprehensive and systematic oversight of extended learning programs. The lack of a complete list of existing programs makes it difficult to truly understand the current state of extended learning programs in Delaware and limits awareness of opportunities to the community. It is important to have access to more data and program information over time to accurately and consistently assess the quality, accessibility, and impact of extended learning opportunities in Delaware. Dedicating one primary state agency to be responsible for overseeing and promoting collaboration among extended learning programs could increase community awareness, aid in the creation and oversight of quality standards and professional development for the field, and streamline available funding sources. The responsible agency could collect program information more systematically, which would help provide a more complete picture for decision makers, stakeholders, and community members. It is the hope of the report authors that this will be considered in future policy decisions.

31 Extended learning opportunities encompass summer programs that operate for five weeks or more or afterschool programs offered consistently over the school year.

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Appendix A: Survey

Informed Consent

Extended Learning Opportunities in Delaware Survey

Thank you for your participation in the Extended Learning Opportunities in Delaware Survey. We appreciate the time and energy you dedicate to the children of Delaware every day!

Invitation to Participate: The Institute for Public Administration (IPA) at the University of Delaware has been contracted by the Delaware Office of Management and Budget to conduct a study of extended learning opportunities in Delaware. This survey is an effort by IPA to gather important information regarding the locations and students currently being served in the hours outside of the normal school day. Your participation in this survey will help create a better understanding of the state of extended learning opportunities in Delaware to inform policymakers.

Purpose: The purpose of this survey is to collect site-specific information for after school and summer programs. Thissmy is collecting data from the 7017/2018 school year and/or the summer of 9018. It is best if this survey can be completed by someone who can provide information on a sita level, rather than an organizational level, such as a sita coordinator or director.

Risks and Benefits: Participation in this survey presents little or no risks. The results of this survey will be provided to the State of Delaware Office of Management and Budget who is interested in supporting extended learning opportunities more effectively. The information collected in this survey may be used in the future to create a database of programs tha: can be a resource to parents, educators, and service providers across the state.

Confidentiality: The investigators will report in the aggregate when possible. Addresses and locations of services will be used to map where providers are located. Any comments or responses shared will be reported anonymously.

Disclaimer/Withdrawal: By providing responses to the questions that follow, you do so with the understanding that this study is completely voluntary and that you may withdraw at any time without any consequences to you.

Subject Rights: If you have questions regarding your rights as a research participant, you may contact the Chair of the University of Delaware's Institutional Review Board at 302-831-2137.

Conclusion: Thank you for generously offering ypur time to assist in increasing access to extended learning opportunities for children in Delaware. If you have any questions regarding this research study, please contact Kelly Sherretz at kscollon@udel.edu.

The Extended Learning Opportunities in Delaware Survey is voluntary and should take between 10 and 25 minutes to complete. You may choose to stop your participation at any time. The information provided through this survey will be reported out in the aggregate, but some public information, such as program name and location, may be used in the future to create a public resource. The information you share will remain anonymous.

I have read and understood this informed-consent statement and I agree to participate in This survey. I do not *wsh* to participate.

Contact Information

Contact Information
Please provide the following contact information for the person completing this survey.

Name of the organization running the program (e.g. YMCA: 4-H):

Name of the site where the program is offered (e.g. Central YMCA; Kirk Middle School):

Your Name:

Your Title/Position at the Site:

Your Email:

Site Information

Site Information

Please provide the following information for the site at which the extended learning programs are provided. For the purposes of this survey, "site" refers to the location where the program takes place. For example, if you are a national organization operating a program out of a local elementary school, please provide information spedfic to the program operating out of the school rather than the organization-wide or state-wide data.

What is the physical address of this site? For example. "123 Main Street, Dover, DE 19901"

From which zip codes do you receive participants? For your ease, you may upload a document with the zip codes listed or type them in the question below.

From which zip codes do you receive participants? Please enter the zip codes below separated by a comma (for example, "19808. 19716").

Please select which of following that best describes your site.

School-operated. managed primarily through schoo; personnel.
Non-profit, managed pnmanly through a not-for-profit organization.
For-profit, managed primarily through a private organization.
Fath-based. managed pnmanly through a faith-based organization.

After School Program

Does your site currently offer an after school program?

Y e s
N o

After School Program

Please provide the following information regarding your site's after school program. **For the purposes of this survey, "site" refers to the location where the program takes place.** For example. if you are a national organization operating a program out of a local elementary school, please provide information specific to the program operating out of the school rather than the organization-wide or state-wide data.

Site Information

Days of operation for your sites after school program (please check all that apply):

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Hours of operation for your site's after school program:

Open **(e.g. 3:30** pm)
Close (e.g. 4:00 pm)

Please indicate which age groups your site's **after school program serves. If there are any exceptions, please describe under "Other, (ex. 'We cater to only 5th and 6th graders.' or "We cater to only 8-10 year olds.")**
Check all that apply.

Early Chkihood (ages 0-5)
Elementary (K-grade 5)
Middle School (grades 6-8)
High School (grades 9-12)

Otner:

Please list any important partnerships that support the delivery **of your site's after school progra m** and the service they provide. For example. "Partnership with a high school to use their athletic space."

Site Capacity and Enrollment Information

Please complete the following chart by listing your sites after school program enrollment data by grade level for the 2017/2018 school year. If you do not serve the grade level, please insert "n/a".

	Pre-K	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Enrollment Capacity														
Current Enrollment														
Waitlist														

Please list your site's after school program enrollment for the 2017/2018 school year as a percent of the total enrollment. For example: Male: "45%"; Female: "55%".

Male

Female

African-American

Asian

Hawaiian

HispanicA_ano

Native American or Alaskan Native

White

Multi-racial

ELUESL Students

Special Education Students

Students Ehg:ble for Free or Reduced Lunch

Please indicate whether your site's after school program provides targeted programming to students for any of the following purposes:

Language ability (e.g. English Language Learners)

Gender (e.g. Women in STEM programs)

Intellectual disability

Phystal disability

Income level (e.g. specific programming for low-Income students)

Minority Status

Other (Please list):

Financial Information

Which of the following methods of payment does your site's after school program accept? Please select all that apply.

Tuition paid directly by a parent or guardian (please indicate the tuition rate per month):

Purchase of Care/tiered Reimbursement

Scholarships and/or Tuition Subsidies from the program/organization

Free/ No charge to parents

If available, what is your site's operational cost per student per month?

Please select all sources from which your site's after school program receives funding to provide services.

21st Century Community Learning Centers (21st CCLC)

Title 1 Federal Funds

Individuals with Disabilities Educaton Act (IDEA) Fedral Funds

Community Services Block Grant (CSBG)

Other Federal Funding (phase list)

State Grant-In-Ad

Department of Services for Children, Youth, and their Families

Division of Health

Purchase of Care/Tiered Reimbursement

Other State Funding (please list):

Extra Time Match Tax

Other Local Funding (please list)

Fee-for-Service

Philanthropic donations specifically for programming

Private foundation (please

Internal organization funding

Other (please list):

Services Offered

Does your site's after school program or site-partner provide transportation for participants to access your site?

Yes, and it is free. (Please describe)

Yes, but at an additional cost. (Please describe)

No

Does your site's after school program or site-partner provide transportation for participants to get home from your site?

Yes, and it is free. (Please describe)

Yes, but at an additional cost. (Please describe)

No

How do students typically arrive at your site for the after school program? Please select the top two most commonly used methods.

Transportation paid for/provided by the after school program
Private ride (family, friends, privately organized transportation)
Walk/bike
Public transportation

Other (please list):

How do students typically leave your site's after school program? Please select the top two most commonly used methods.

Transportation paid for/provided by the after school program
Private ride (family, friends, privately organized transportation)
Walk/bike

Public transportation

Other (please list):

Please indicate the types of programming provided at your site's after school program, check all that apply.

Homework Time (e.g. unstructured homework/study time)
Academic Assistance (e.g. structured and adult-supported homework help)
Academic Enrichment (e.g. STEM projects)
Enrichment Activities (e.g. cultural enrichment, arts, music, career readiness, field trips)
Community Service (e.g. volunteer work)
Health and Wellness (e.g. health education, nutrition, mental health, drug/alcohol prevention)
Recreation (e.g. sports, games, free time)
Targeted programming for a special population (please describe):

Summer Program

Does your site offer a summer program?

Yes
No

Site Information

For the purposes of this survey, "site" refers to the location where the program takes place. For example, if you are a national organization operating a program out of a local elementary school please provide information specific to the program operating out of the school rather than the organization-wide or state-wide data.

Days of operation for your site's summer program (please check all that apply):

Monday
Tuesday
Wednesday
Thursday

F nday
Saturday
Sunday

Hours of operation for your site's summer program:

Open (e.g. 3:30 pm)

Close (e.g. 4:00 pm)

Please indicate which age groups your sites summer program serves. If there are any exceptions, please describe under "Other", (ex. 'We cater to only 5th and 6th graders,' or "We cater to only 8-10 year olds.")

Check all that apply.

Eary Chklnood (ages 0-5)
Elementary (K-grade 5)
Middle School (grades 6-8)
High School (grades 9-12)

Other:

Please list any important partnerships that support the delivery of your site's summer program and the service they provide. For example, 'Partnership with a high school to use their athletic space.'

Site **Capacity** and Enrollment Information

Please complete the following chart by listing your sites summer program enrollment data by grade level for the 2017/2018 school year.

	Pre-K	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Enrolment
Capacity															
Current Enrolment															
Waitlist															

Please list your site's summer program enrollment for the 2017/2018 school year as a percent of the total enrollment. For example, Male: "45%" Female: "55%".

Male
Female
African-American
Asian
Hawaiian
Hispanic/Ulm°
Nave Amencan or Alaskan Native
White
Mulb-racial
ELUESL Students
Special Education Students
Students agible for Free or Reduced Lurch

Please indicate whether your site's summe' program provides targeted programming to students for any of the following purposes:

Language ability (e.g. English Language Learners)
Gender (e.g. Women in STEM programs)
Intellectual disability
Physical disability
Income level (e.g. specific programming for low-ncome students)
Minority Status

Other (Please list).

Financial Information

Which of the following methods of payment does vour site's summer program accept? Please select all that apply.

Tuition paid directly by a parent or guardian (please indicate tuition rate per month):

Purchase of CareMered Reimbursement
Scholarships and/or Tuition Subsidies from the program/organization
Free/ No charge to parents

If available, what is your site's operational cost per student per month?

Please select all sources from which your site's summer program receives funding to provide services. More specific sources will appear if you select the Federal, State, or Local School Funding options.

21st Century Community Learning Centers (21st CCLC)
Title 1 Federal Funds
Individuals with Disabilities Education Act (IDEA) Federal Funds
Community Services Block Grant (CSBG)
Other Federal Funding (please list)

State Grant-in-Aid
Department of Services for Children, Youth, and their Families
Division of Health
Purchase of Careffiered Reimbursement
Other State Funding (please list):

Extra Tame Match Tax
Other Local Funding (pxease l; so:
Fee-for-Service
Philanthropic donations specifically for programming
Private Foundation (please list):

Internal organizaton funding
Other (please list):

Services Offered

Does your site's summer program or site-partner provide transportation for participants to access your site?

Yes, and it is free. (Please describe)

Yes. but at an additional cost. (Please describe)

NO

Does your site's summer program or site-partner provide transportation for participants to get home from your site?

Yes, and it is free. (Please describe)

Yes, but at an additional cost (Please describe)

No

How do students typically arrive at your site for the summer program? Please select the top two most commonly used methods.

Transportation paid fortprovided by the after school program
Private ride (family, friends, privately organized transportation)
walkibike
Public transportation
Other (please list):

How do students typically leave your site's summer program? Please select the top two most commonly used methods.

Transportation paid for/provided by the after school program
Private ride (family, friends, privately organized transportation)
Walk/bike
Public transportation
Other (please list):

Please indicate the types of programming provided at your site's summer program, check all that apply.

Homework Time (e.g. unstructured homework/study time)
Academic Assistance (e.g. sbuctured and adult-supported homework help)
Academic Enrichment (e.g. STEM projects)
Enrichment Activities (e.g. cultural enrichment, arts, music, career readiness, field trips)
Community Service (e.g. volunteer work)
Health and Wellness (e.g. health education, nutrition, mental health, drug/alcohol prevention)
Recreation (e.g. sports, games, free time)

Programming targeted toward a special popusabon (please describe):

Conclusion

Conclusion

Thank you for taking time to complete this survey!

If you have any questions regarding this research study, please contact Kelly Sherretz at kscolloneudel.edu

Our goal with this profile is to get a full view of the state of extended learning opportunities in Delaware. If you have any additional thoughts or concerns not addressed in this survey, please share them below.

Extended Learning Opportunities in Delaware Survey

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Appendix B: Literature Review

Introduction

As an essential aspect of K–12 education, Extended Learning Opportunities (ELOs) are, as defined by the National Education Association (NEA), "a broad range of programs that provide children with academic enrichment and/or supervised activities beyond the traditional school day, and in some cases, beyond the traditional school year."[32] The need for ELOs is prevalent in every community throughout the country, and they have been proven to be cost effective initiatives for states long term. Students enrolled in extended learning programs can receive academic, behavioral, and social benefits. Effective program design that is intentional, delivered by highly trained staff, and capitalizes on community partnerships is critical to ensuring that benefits can be maximized. However, there are barriers to accessing extended learning programs that must be addressed in order to best serve their communities. This literature review outlines the documented benefits of extended learning programs, highlights best practices for effective programs, addresses the barriers to accessing programs, and describes several models that can be used to coordinate the delivery of the programs.

Value of Extended Learning

In order to bridge the gap between school and home life, extended learning opportunities can serve as a positive and effective form of structure, education, and social development. Extended learning opportunities offer structured environments for children outside of the regular school day and provide a range of programs such as enrichment activities, tutoring, mentorship, athletics, and guidance.[33] These programs, coupled with academic supports and positive family and community influences, provide youth with the tools to better succeed both in and out of the classroom.[34] The Harvard Family Research Project (HFRP) collected a summary of ten years of research about afterschool programs and found positive effects in the areas of academic achievement, social development, prevention of risky behaviors, and health and wellness.[35] Delaware parents are also seeing the positive effects of afterschool programs. According to survey data collected by the Afterschool Alliance in 2016, 73 percent of Delaware parents with children in Delaware afterschool programs reported that their child's participation in these programs reduces their likelihood of engaging in risky behavior, and 65 percent said the programs excite their children about learning and prepare them for the workforce.[36]

32 (NEA Education Policy and Practice Department, 2008)
33 (Harvard Family Research Project, 2012)
34 (Harvard Family Research Project, 2012)
35 (Harvard Family Research Project, 2012)
36 (Afterschool Alliance, 2016)

The successful implementation of extended learning programs has also been found to provide a notable return on investment (ROI) of public funding. For example, the state of Maryland calculated a $3.36 return of investment of each dollar they invested in afterschool programming.[37] Other states, such as Vermont[38] and Minnesota[39] calculated return on investments ranging from $2 to more than $5 per every $1 invested. These ROI calculations factor in the cost savings and increased tax revenue attributed to the multiple factors addressed by afterschool programming, including but not limited to: increased high school graduation rates,[40] greater support for working parents in need of child supervision,[41] and reduced criminal activity.[42] According to professors at Columbia and Princeton Universities, when accounting for increased graduation rates, a community can gain approximately $127,000 over the course of the graduate's lifetime, due to higher employment and wages and decreased expenditures on social services.[43]

Academic Supports and Benefits

One key advantage of extended learning opportunities is that there is more flexibility in terms of curriculum. The additional time with enrichment tools allows staff to incorporate fun learning activities that would typically not be possible during a traditional school day.[44] Staff may also have the flexibility to incorporate students' interests into the learning, making it more personalized and helping to increase learning outcomes.

Research conducted over time has supported that afterschool programs provide academic benefits. A study conducted by New York University of 256 middle school students in the Bronx, Manhattan, and Brooklyn found that afterschool programming significantly increased academic skills, especially for students with social-behavioral difficulties and those who are disengaged from school.[45] The findings from this study demonstrated that high-quality afterschool programs can significantly impact student academic performance, especially for disadvantaged students.[46] Additionally, a Johns Hopkins University study that followed Baltimore youth from ages 6 to 22 found that the differences in academic achievements could be traced back to differential summer learning during elementary school years (kindergarten to fifth grade).[47]

37 (Maryland Out of School Time Network, 2014)
38 (Vermont Afterschool, 2014)
39 (Statewide Afterschool Initiative Learning Task Force (SAIL), 2017)
40 (Goerge, Cusick, Wasserman, & Gladden, 2007)
41 (Glynn & Corley, 2016)
42 (Prison Fellowship, 2016)
43 (Levin & Rouse, 2012)
44 (Harvard Family Research Project, 2012)
45 (Jacobson, 2017)
46 (Council for a Strong America, 2013)
47 (Alexander, Entwisle, & Olson, 2007)

Both studies demonstrated that consistent, well-structured afterschool and summer programs can help work toward narrowing the achievement gap, particularly for disadvantaged students.

In addition to increasing academic achievement, afterschool programs also provide opportunities for academic enrichment, such as engaging in more in-depth learning opportunities in core subjects, such as math, science, and reading, as well as participating in artistic enrichment programs.[48, 49] According to a 2007 report from the Center for American Progress, the skills developed in these core courses, such as critical thinking, team building, communication, and problem-solving help prepare a student to succeed in society and the workforce after their formal education has ended.[50] While extra enrichment and learning opportunities traditionally were saved for students needing remediation, these learning opportunities can help all students, regardless of their academic performance. Teachers can also take advantage of extra time by providing more one-on-one instruction, helping students work on projects in areas of interest, and offering more hands-on learning opportunities. Lastly, extended learning opportunities can enrich a child's educational experience by incorporating community engagement and programming. These opportunities help children to foster interests and learn skills that go beyond the school walls.[51]

Extended learning opportunities also address a major academic concern, which is summer learning loss. Summer learning loss is the substantial loss of information obtained during the school year over the summer months. The Harvard Family Research Project found that students, "on average, end the summer a month behind where they were academically at the end of the prior school year."[52] This inhibits students, requiring them to spend the beginning of the school year being re-taught forgotten information, which puts the class further behind. In addition, summer learning loss more heavily impacts disadvantaged students. Research conducted by Johns Hopkins University has shown that up to two-thirds of the academic achievement gap between low- and high-income youth nationally can be explained by unequal access to learning opportunities during the summer months.[53] According to the National Summer Learning Association, students can lose more than two months of grade-level equivalency in math, and low-income students in particular fall significantly behind in reading comprehension and word recognition.[54] The unequal access to educational opportunities during the summer further increases the achievement gap between low-income students and their higher-income peers.[55] By prioritizing access to educational supports to all students,

48 (Rocha, 2007)
49 (Jacobson, 2017)
50 (Center for American Progress, 2019)
51 (Rocha, 2007)
52 (Harvard Family Research Project, 2012)
53 (Alexander, Entwisle, & Olson, 2007)
54 (National Summer Learning Association, 2019)
55 (Harvard Family Research Project, 2012)

regardless of socio-economic background, extended learning opportunities have become a critical strategy for helping students to retain the information necessary for them to succeed in the next school year.

Social and Behavioral Supports and Benefits

The social and behavioral benefits of high-quality afterschool and summer extended learning opportunities have been extensively documented. A meta-analysis of 75 reports that evaluated 69 afterschool programs across the country conducted at Loyola University discovered that students who participated in these programs had significant improvements in their behavior both inside and outside of the classroom. For example, students who participated in these programs were 58 percent more engaged in the classroom and were 10–19 percent more likely to attend class than non-participating students.[56] Another meta-analysis of 73 studies on extended learning opportunities found that high-quality programs foster the development of personal and social skills. The analysis found benefits in student outcomes including improved school attendance, engaged learning, increased rates of family involvement in schools, and increased conflict management skills.[57]

Extended learning opportunities also can foster positive connections between students and their communities. Programs can engage students in their neighborhoods by getting them involved with organizations, businesses, and other individuals and by allowing them to participate in direct community service and other forms of learning.[58] Building positive connections to the community gives children opportunities for growth and reduces their risk for negative outcomes.[59]

Research shows that these programs alleviate many of the negative social and behavioral consequences that can occur if students are left unsupervised without structured activities after school and in the summer months. Data collected by the U.S. Department of Justice on adolescent crime showed that the hours directly after school are when youth are most likely to be involved in risky behavior such as committing crimes, being involved in car accidents, smoking, drinking, using drugs, and being the victims of crimes.[60] Teens who do not participate in structured afterschool programs are three times more likely to be involved with activities such as trying drugs, skipping classes, and engaging in sexual activity.[61] Three large-scale studies conducted on afterschool programming in Chicago found that structured and safe afterschool programming can help reduce arrests and violent crime. These afterschool programs in Chicago

56 (Durlak, Weissberg , & Pachan, 2010)
57 (Alexander, Entwisle, & Olson, 2007)
58 (Alexander, Entwisle, & Olson, 2007)
59 (Alexander, Entwisle, & Olson, 2007)
60 (Alexander, Entwisle, & Olson, 2007)
61 (Alexander, Entwisle, & Olson, 2007)

participated in an initiative called Becoming A Man, which focuses on promoting thinking slower and not overreacting to provocations.[62] The program aims to prevent impulsive behavior that often leads to violent crime, especially among young men of color in Chicago.[63] Afterschool programs engaging in Becoming A Man experienced cuts in violent-crime arrests among youth by 50 percent and boosts in the high school graduation rates of participants by nearly 20 percent.[64] This illustrates that targeted, structured afterschool and summer programs can help alleviate crime and increase positive outcomes for students.

Participating in quality extended learning programs from a young age can close the achievement gap, address summer learning loss, promote positive social connections, and help keep kids safe. All of these benefits increase overall quality of life and future outcomes.

Best Practices for Programs

The impact of extended learning programs on children depends heavily on the quality of the programming. As the financial and public support for such programming has grown over the past couple of decades, numerous studies and best practices have been developed. In 2008, a coalition of citywide afterschool organizations, *Every Hour Counts*, created a framework for evaluating extended learning systems. This framework (updated in 2014) is based on research in youth development, afterschool programs, education, early childhood, and health and prevention and is broken down into components of three levels: *system, program, and youth*. The system level provides best practices for creating conditions that promote programs to thrive. Examples include increasing access to programming, building infrastructure, and integrating support systems. The program level relates to programmatic content and delivery best practices—how youth experience a program. Finally, the youth level outlines the various goals and intended outcomes for individuals who participate in the extended learning programs. This memo focuses on the program-level best practices, as defined in the *Every Hour Counts* framework.[65]

Program-level components are the factors that affect the content and delivery of extended learning programs. Both the content and delivery of programming are important as both have a direct effect on the potential outcomes for participating youth. Years of research and evaluations of extended learning programs have identified several best practices for program content and delivery, which the *Every Hour Counts* Framework outlines in three areas:[66]

- Intentional program design

62 (Heller, Shah, Guryan, Mullainathan, & Pollack, 2017)
63 (Council for a Strong America, 2013)
64 (University of Chicago Urban Labs, 2019)
65 (Every Hour Counts, 2014)
66 (Every Hour Counts, 2014)

- Processes that support staff development
- Strong partnerships in the community

The design of the extended learning program must be intentional so that the activities offered to students align with the goals and intended outcomes of the program, whether that is to enhance social skills or improve reading scores. The activities should also be developmentally appropriate to the youth the program serves. Additionally, program staff should be supported with an initial orientation and continuous professional development practices to ensure they are equipped with the skills needed to provide quality support. Finally, extended learning programs are part of a wide-reaching system of support that children experience, and strong partnerships among programs, schools, parents, and the surrounding community are essential.[67]

Intentional Program Design

Program design refers to the overall strategy for delivering program content. An intentional program design has a clear goal and expectation for its students, program activities that align with that goal, and staff trained to support the students in that content area and is developmentally appropriate overall.[68] For example, if a program's goal is to improve math skills for students, the activities offered should have a grade-appropriate math-related focus, and the staff should understand the necessary skills to support students through the activities.

Middle School Best Practices/Programs

Middle school youth need a safe place to have fun and learn. Afterschool programs can offer multiple benefits to help students navigate the adolescent years, thereby preparing them for success in high school, college, and beyond.[69] Three examples of middle school focus areas are science, technology, engineering and math (STEM), health and wellness, and supporting career and college pathways.

High School Best Practices/Programs

Afterschool programs for high school students assist the development of the twenty-first century skills that students need to be successful after they graduate.[70] Afterschool programs offer a variety of avenues such as exposure to workplaces, colleges, and "real-world" issues and experiences. These programs provide multiple benefits, as there are opportunities for older youth to develop, use, and learn technology, gain a cross-cultural understanding, think collaboratively, learn leadership skills, and understand civic participation.[71]

67 (Every Hour Counts, 2014)
68 (Every Hour Counts, 2014)
69 (Afterschool Alliance, 2011)
70 (Afterschool Alliance, 2009)
71 (Afterschool Alliance, 2009)

Staff Development and Support

Staff play a crucial role in the success and effectiveness of extended learning programs.[72]Beyond supervision, staff guide and assist students through skill-building activities, provide supportive and mentoring relationships to students, and contribute to the overall climate of the program. Even programs with the most engaging activities can lose student interest and growth if the staff are not properly trained or managed. Great staff can get worn out from the demands of the position, which creates turnover and instability in the program. In order to ensure a skilled and stable staff, extended learning programs should provide:

- New staff orientation
- Continuous professional development opportunities
- Career paths and opportunities for growth
- Staff engagement and input in creating and adapting policies[73]

It is also important to note beyond the factors listed above, that a livable wage, benefits, and reasonable hours are essential for recruiting and retaining highly skilled staff. Like teachers, extended learning program staff are often expected to "do more with less" and are frequently seen as babysitters instead of highly trained professionals. Programs that value and celebrate their staff by providing support will likely see improved outcomes for their students and programs.[74]

Strong Partnerships

Strong partnerships with schools, communities, families, colleges/universities, and businesses are a vital part to sustaining an effective extended learning program. These partnerships play a role in helping programs achieve their goals of preparing students for the future and provide a coordinated system of support.[75]

School Partnerships

Strong partnerships between schools and afterschool programs with good communication are crucial for a student's academic success. For example, the Schools and Homes in Education (SHINE) afterschool program in Pennsylvania emphasizes ongoing communication with school-day teachers to help develop each student's individualized instructional plan. This allows students to complete their homework, receive tutoring if needed, and improve a student's overall academic performance.[76] Constant communication allows the afterschool program staff

72 (Every Hour Counts, 2014)
73 (Every Hour Counts, 2014)
74 (Every Hour Counts, 2014)
75 (Afterschool Alliance, 2011)
76 (Afterschool Alliance, 2011)

to target those students who are in most need of help. An effective afterschool program aligns its programming and tailors its curriculum to complement the learning that takes place during the school day.[77]

Community Partnerships

Developing community partnerships is a key to a successful afterschool program. Community partnerships potentially can provide programs with added resources such as grants, equipment, and volunteers. Beyond these resources, community partners can become advocates for programs as they see the positive impact programs have on the youth. Partnering with organizations in the community brings outside expertise and real-world relevance to the subjects that students are learning. For example, as the high school students are exploring career options, community businesses can offer advice and insight on their fields of interest and even offer internships to students. In this way, partners add insight to the issues facing the community as well as adding valuable resources to the youth.[78]

One example worth further research and exploration is partnering with community-based organizations serving older adults. Current research on scheduled and consistent intergenerational activities indicates that youth and older adults can benefit physically, mentally, and developmentally from personal connections with individuals of a different age cohort.[79] Youth at all levels and backgrounds are supported. In particular, intergenerational support can support challenges faced by at-risk youth who need additional family or community support to succeed in school and among peers.[80] While academic enrichment could be elevated through intergenerational reading and mentoring programs, recreational activities and technology support might also provide significant aftercare experiences to both generations. Opportunities for shared community spaces to support such activities is also an important consideration and can lead to increased volunteerism and skill development, as well as improved reading scores.[81]

Family Partnerships

Family partnerships are extremely important in afterschool programs, as families are the foundation in every child's life. Afterschool programs can raise overall family engagement in students' academics as well as acting as a bridge between families and schools. Afterschool programs also can provide services to families such as counseling, adult education classes, and connections to social services.[82] For example, LA's Best, an afterschool program teaches children how to build relationships with their parents. They hold parent orientations, on-on-one

77 (Afterschool Alliance, 2011)
78 (Afterschool Alliance, 2011)
79 (Institute for Public Administration, 2017)
80 (Grandma's Kids, 2018)
81 (Afterschool Alliance, 2011)
82 (Afterschool Alliance, 2011)

parent conferences, and open forum parent meetings and believe that parents' voices matter for the success of their program. Overall, family involvement is a critical component for afterschool programs because it helps build a stronger bond among the families, encourages parents to participate more in their children's academic lives, and offers services that greatly benefit families.[83]

Business Community Partnerships

Business partnerships provide a variety of benefits to afterschool programs. Ranging from promoting a healthy lifestyle to paid internships, professionals are great mentors and role models for children as they can offer them a great deal of knowledge about career paths.[84]Having high school students interact with strong mentors allows them to grow as individuals as well as develop the soft and hard skills necessary for future success. Below are successful afterschool programs with business community partnerships.[85]

Higher Education Partnerships

A college/university partnership is best for afterschool programs geared toward high school students because it can offer them the opportunity to explore their career options.[86]Afterschool programs can utilize institutions of higher education as resources to inspire the youth by connecting them with role models and mentors already in college. It is critical for high school students to understand the importance of furthering their education. More importantly, the relationships formed with college students are very positive, as young adolescents need to interact with adults who are willing to share their own experiences, views, values, and feelings.[87] College students allow for a positive peer relationship that helps the youth become strong, independent individuals.

Barriers to Access

Students and families, both in Delaware and nationally, may encounter a variety of barriers when trying to access extended learning opportunities. In 2014, the Afterschool Alliance surveyed guardians who live in Delaware with school-aged children in their homes on this subject. The findings help illuminate the barriers students and families face when accessing extended learning opportunities and allow for a better understanding of the activities in which school-aged children engage after school hours. In the Delaware-specific study, "Delaware After 3PM," researchers concluded that 40 percent of the households with school-aged children surveyed who are not enrolled in extended learning opportunities would be if they were

83 (Afterschool Alliance, 2011)
84 (Afterschool Alliance, 2011)
85 (Afterschool Alliance, 2011)
86 (Afterschool Alliance, 2011)
87 (Afterschool Alliance, 2011)

available.[88] Given this need, it is important to identify and assess the potential barriers Delaware students and families are facing in order to increase access to extended learning opportunities. The most common and significant barriers to access include:

- Cost
- Transportation and location
- Access to information
- Alignment of interest

The following section will explore each of these barriers to access in greater detail. Cost

The cost of extended learning opportunities poses a barrier for many Delaware families. According to the Afterschool Alliance, in 2014 the average cost of afterschool programs in Delaware amounted to $89 per week, and the average cost of a summer program was $250 per week.[2] These average costs create a barrier for many Delaware families, especially the 114,360 people living below the poverty line in Delaware as of 2016. For a family of two living on the poverty line, the monthly gross income amounts to $1,354, making it very difficult to allocate $89 of its income each week to extended learning opportunities.[89] The cost of extended learning opportunities is making it difficult to reach many students who would benefit most from the programs. Delaware's current funding landscape for extended learning opportunities is made up of federal and state funding that supports school-based, for-profit, community-based non-profit, and faith-based organizations throughout the state to operate programs. Programs also utilize private funding made available through philanthropic grants, service fees, and partnerships with businesses and community institutions. These grants and funds act as monetary supplements that can assist in alleviating some of the costs of attendance for low-income families. Extended learning programs in Delaware rely on a variety of funding sources to operate their programs ranging from federal and state funding to philanthropic grants and donations. However, the combination of sources is not always sufficient to cover operating costs, and organizations then charge families a fee to participate in the program.

Many states throughout the country use innovative ways to alleviate the cost barrier between students and extended learning opportunities. States such as Tennessee and Nebraska utilize lottery programs to fund them. The Tennessee Education Lottery Corporation (TEL) uses the winnings of expired lottery tickets and repurposes the winning money to help fund the state's extended learning programs. In the 2017 fiscal year, this program provided $13.9 million dollars for extended learning opportunities in Tennessee. According to the Afterschool Alliance, the

88 (Afterschool Alliance, 2019)
89 (Center for American Progress, 2019)

TEL program was instrumental in making Tennessee a leader in extending learning. The state is noted as having some of the best student participation rates in the United States, particularly for low-income students.[90] Like Tennessee, Nebraska utilizes revenue from lottery tickets to support its students. Since the creation of the Nebraska lottery in 1993, the state has generated $174 million in revenue for its education fund.[91] In addition, Nebraska also created Beyond School Bells for Nebraska students, a public-private organization that builds partnerships to expand extended learning opportunities in the state. Beyond School Bells has created an open dialogue within the community with its recent initiative titled, "Extended Learning Opportunity Design Challenge." This has successfully engaged more potential sponsors and donors and ultimately has increased the awareness and private revenue streams for extended learning opportunities in the state.[92]

Within other states, such as New York, smaller-scale, yet effective, cost management initiatives have been implemented. The Comprehensive After School System of New York City (COMPASS) offers extended learning opportunities in all five boroughs free of cost to all students grades K– 12. Most program offerings focus on academic support, leadership development, civic engagement, and self-confidence. Due to the state's investment of $247 million in 2017, the city can support over 900 program providers and serve a projected 97,000 students, all while alleviating the cost barrier faced by many families thus ensuring students have access regardless of financial status.[93] Both statewide and citywide initiatives such as these address the barrier of cost to provide these services to as many students as possible.

Transportation and Location

Lack of transportation to and from extended learning programs is often a challenge for families members who work shift jobs or do not have a vehicle. Public/Private Venture's research noted that transportation is the most significant barrier to successfully implementing an extended learning opportunity.[94] The cost of offering transportation can be very high, and therefore programs typically cannot offer it to all participating students. Coinciding with transportation, the physical location of these programs can also inhibit families without the means to travel to programs.

Delaware is home to both rural and urban communities and both pose unique needs when addressing the location barrier to extended learning opportunities. Families living in Delaware's rural communities have distinct barriers that make it difficult to access local programs According to the 2016 *America After 3PM* study, parents living in rural areas, who do not have

90 (Tennessee Comptroller of the Treasury, 2018)
91 (Nebraska Lottery, 2019)
92 (Beyond School Bells, 2019)
93 (New York City Department of Youth & Community Development, 2019)
94 (Grossman, Walker, & Raley, 2001)

their children enrolled in any extended learning opportunities, reported that they would if programs were available. Of those parents, 46 percent reported that they chose not to enroll their students because of the lack of safe transportation to and from the available programs.[95]

The City of Wilmington's students encounter location and transportation issues related to safely getting to and from extended learning opportunities. According to the American Community Survey Five-Year Estimates from 2007–2011, 24.3 percent of the households in Wilmington have no vehicle. Students are put at a significant disadvantage when they are without access to reliable transportation. Students may be expected to walk or take public transportation, which may not be a safe option or even possible depending on their location. Additionally, those students without a vehicle in rural communities in Kent and Sussex Counties are at a disadvantage because it is likely that extended learning opportunities will not be within walking distance. Thus, a program's location is a serious consideration for many parents looking to enroll their students in extended learning opportunities in both urban and rural areas.

Louisiana's Positive Achievement for Learning Success (PAL) reached many students through offering transportation assistance to and from extended learning opportunities for all students with working families. The state was able to offer these transportation services by allowing special education and standard education school buses to be used interchangeably between the two groups of children. Additionally, PAL established partnerships between community organizations, such as the state's school boards, to help alleviate some of the transportation cost burden. When programs account for safe transportation to and from extended learning opportunities, more students will have the chance to engage in the programs.[96]

Denver, Colorado, created an innovative school transportation system called the Denver Public School Success Express that helped parents overcome the transportation barrier. Moving away from the standard school bus schedules, its school shuttle buses utilize routes that are similar to public transportation such as from 6:30 to 9:30 a.m. and from 2:30 to 6:30 p.m. Swapping the traditional school bus transportation model to the School Success Express gives parents a greater amount of flexibility.

Alternatively, Seattle, Washington, has attempted to tackle the issue of transportation by utilizing 93 percent of its public elementary schools to host extended learning opportunities within their facilities.[97] These programs are often operated by local non-profits or private organizations—rather than schools—that are charged with ensuring that the programs align with school curricula. This model provides a safe location for students to participate in extended learning opportunities without adding the additional burden of transportation to and

95 (Afterschool Alliance, 2016)
96 (Community Transportation Association of America)
97 (Seattle Public Schools, 2019)

from programs. Students stay in their familiar and comfortable school environment and actively learn from an entity separate from their school staff, which exposes them to new teaching styles and perspectives. Hosting extended learning opportunities within public schools to serve the state's targeted student population alleviates many transportation concerns thereby providing more access to students.

Access to Information about Programs

Without sufficient access to information, students are at a higher risk of not participating in extended learning opportunities. Specific barriers include: a lack of easy-to-find information, access to technology, language barriers, and parental engagement. Many of these issues affect states and make it difficult for parents to locate programs that will best fit the needs of their children. In Delaware in 2017, 15,000 people in Delaware did not have any wired Internet providers where they live.[98] Without access to the Internet, chances of families being fully informed about their extended learning opportunity options are very low. U.S. Census data from 2012–2016 shows that 12.7 percent of Delaware residents speak a language other than English at home.[99] This may pose a barrier for parents' ability to access and understand information about the benefits of extended learning opportunities, where the programs are offered, and how to register. This disconnect inherently puts these students at a disadvantage.

Having an easy-to-navigate inventory of providers and programs is an effective way to provide access to necessary information. To ensure that families are aware of their offerings, the school-run extended learning programs in Seattle, Washington, created a comprehensive listing on the Seattle Public Schools' website. Though it is unlikely the list encompasses *all* extended learning opportunities in the surrounding area, it is a clean and concise starting point for parents to easily navigate. The list includes each elementary school and the extended learning opportunity program offers within it beyond the typical school-day hours. Additionally, it shows programs that are within a small distance of each school, giving families additional options to consider.[100] Having such a list helps to prevent confusion of program offerings and availability, giving families easy access to information.

Another strategy that has been used to address accessibility issues includes the preparation of a parent/family engagement plan specifically for afterschool programs. Nebraska's 4-H program has an expansive parent engagement plan. The development of the engagement plan begins in schools with teachers speaking directly to families about the programs offered and sending students home with flyers on available opportunities.[101] The engagement plan includes daily

98 (BROADBAND NOW, 2018)
99 (United States Census Bureau, 2019)
100 (Seattle Public Schools, 2019)
101 (University of Nebraska Lincoln Extension, 2014)

updates on students' progress and involvement and creates opportunities for families to be involved through various volunteer projects. Incorporating family support by communicating key information about programs fosters a productive dialogue and increases community awareness.

Alignment of Interest

Engaging students in meaningful ways leads to successful programs. As students get older, they are likely to disengage from—or not attend—programs that do not align with their interests. Results from the *Delaware After 3PM* survey showed that Delaware's highest-reported barriers to access were cost and preference for alternative activities. With such results, it is very important to align Delaware's extended learning opportunities with the interest of its students.

It is particularly important and challenging to develop strong program design for older students who are less likely to join and stay engaged in extended learning programs.[102] Unlike younger students who are placed in programs by their parents and need structured child care, middle and high school students are able to choose whether or not they join programs and often have a variety of other opportunities for their out-of-school time, such as part-time jobs, hanging out with friends, or just going home to play video games. There are a variety of best practices for designing programs for middle and high school students that include mentoring, STEM, health and wellness, and career readiness.[103]

Middle School Grade Level

Middle school (grades 6–8) is an age when youth go through a phase of developmental changes, form new behaviors, and gain a sense of newfound independence that will impact their future. During this time, youth face various unfamiliar experiences, and ELOs provide ways to become familiar with new practices.[104] Extended learning programs provide multiple benefits such as learning experiences, hands-on projects, leadership opportunities, and community involvement. While many students benefit from programming, many unsupervised children do not have access to any programs or simply choose not to attend.[105]

STEM

STEM-focused afterschool programs provide students with fun, challenging, and hands-on experiences to learn skills that they will need in high school or college.[106] An example of a STEM program is the Bridge Project. This initiative allows students learn about renewable energy through hands-on science experiments and then make short films about the experiments.[107]

[102] (Afterschool Alliance, 2011)
[103] (Afterschool Alliance, 2011)
[104] (Afterschool Alliance, 2011)
[105] (Afterschool Alliance, 2011)
[106] (Afterschool Alliance, 2011)
[107] (Afterschool Alliance, 2011)

Additionally, programs such as The Science Club for Girls teaches young women a variety of STEM fields and real-world application of these principles. The program is guided by undergraduate, graduate, and professional women in STEM.[108]

Health and Wellness

There is a shift in school hours toward more instructional time and less physical education. This has led to the growth of such issues such as obesity, diabetes, teasing, taunting, lower self-confidence, and depression among the youth.[109] Afterschool programs with a focus on health and wellness engage students in physical activity regularly while teaching positive nutritional choices. The San Antonio Youth Centers provide a model of health and wellness programming. Here, middle school students participate in at least 45 minutes of structured daily physical activity, which include karate, swimming, cheerleading, and rock climbing. Students are taught about healthy decision-making (i.e., smoking, alcohol, and drug use). The centers provide family boot camps to make sure healthy living extends into the homes.[110]

High School Grade Level

The transition from middle school to high school is a pivotal time for retaining older youth in afterschool programs.[111] There is a perception that as they enter their adolescent years children no longer need afterschool programs. Middle school students often participate in afterschool programs for enrichment purposes and to help with their family's childcare needs, but as youth enter high school some families and young adults believe that afterschool programs and adult supervision are no longer necessary.[112] In addition, many afterschool programs gear their curricula toward younger teens, which may inadvertently exclude older students. Older youth still need mentoring, enrichment, guidance, and the chance to explore their future as they prepare for college and careers. Effectively utilizing afterschool hours can be a great tool for reducing high school drop-out rates.[113] High-quality extended learning programs provide opportunities to develop not only academic skills, but soft and hard skills needed post-graduation. Team-building activities help build social and literacy skills, and field trips to colleges, universities, and industry sites increase awareness of career opportunities.[114]Compiled research and best practices from the Afterschool Alliance provide insight on how afterschool programs help guide and grow our future leaders.[115]

[108] (Afterschool Alliance, 2011)
[109] (Afterschool Alliance, 2011)
[110] (Afterschool Alliance, 2011)
[111] (Afterschool Alliance, 2011)
[112] (Afterschool Alliance, 2011)
[113] (Afterschool Alliance, 2011)
[114] (Afterschool Alliance, 2011)
[115] (Afterschool Alliance, 2011)

Work Experience Opportunities

Getting ready for college and/or a career is important for older youth and is not a major focus of the typical school day. Afterschool programs are a great space to offer real-world work experiences for students to learn and grow professional skills.[116] An example of a work experience opportunity is the Food Project, where students ("interns") work eight to ten hours per week during the school year and 35 hours per week for eight weeks of the summer. Students can experience different internship tracks that expose them to unique sets of activities, goals, and schedules. Student can also develop their leadership skills.[117]

Mentoring Opportunities

Beyond workplace experience, high school students can benefit from positive relationships with mentoring adults.[118] There are different styles of mentoring that can be beneficial for high school students. Transitional mentoring pairs students moving from elementary school to middle school with college students who are taking a course on the transition from high school to college. The knowledge and enthusiasm of college students, acting as role models, provides support to middle school students. Self-efficacy mentoring pairs mentors with youth who are receiving supplemental education. Mentors teach self-regulation skills to students so that they become self-reliant and persistent learners.[119] An example is the Afterschool Matters Program, which offers paid internships to Chicago high school students in a variety of areas to help them build skill sets that will help them when they enter the workforce.[120]

Recruiting and Retaining Older Youth

A major challenge of extended learning programs that serve older youth is recruiting and retaining them when there are a variety of other options available.[121] Some strategies for improving older youth involvement in extended learning programs are:

- Engaging older youth by providing opportunities to have input in the programming.
- Providing daily homework help, transportation, and educational field trips.
- Allowing older youth to engage creatively and socially in their communities.

Programs that are successful in engaging and retaining older youth promote leadership and real-world experiences that generate income and provide leadership roles, offer opportunities to socialize, are aligned with student interests, and have flexible attendance policies.[122]

[116] (Afterschool Alliance, 2009)
[117] (Afterschool Alliance, 2009)
[118] (Afterschool Alliance, 2011)
[119] (Afterschool Alliance, 2011)
[120] (Afterschool Alliance, 2011)
[121] (Afterschool Alliance, 2011)
[122] (Afterschool Alliance, 2011)

Extended Learning Opportunity Models

The following section is an examination of the primary extended learning opportunity (ELO) models utilized throughout the United States. The review of these models spans several states and cities across the country and examines the variety of approaches utilized to provide extended learning programs.[123] This section details the three primary models of ELOs, the Local Oversight Model, the State Oversight Model, and the Provider Network Model.

It breaks down and defines each of these models by identifying common elements: governance structures, programs, funding sources, partnerships, and quality oversight measures. Each of the five core aspects for each model is examined and illustrated with examples from various states and localities to show key similarities and differences.

Local Oversight Model: Overview of Model

The examination of the Local Oversight Model will focus primarily on the New York City Department of Youth and Community Development (DYCD), the Seattle Public School System, and the District of Columbia Public Schools (DCPS) Out of School Time Programs (OSTP).

Overview and Governance Structure

In the Local Oversight Model, a city government agency, department, division, or office is responsible for the general administration and oversight of the system and its providers. Local Oversight Model programs provide public afterschool and summer care ELOs at the local level. Typically, local systems rely on collaboration or support from community recreation centers, youth organizations, and other community-based organizations.

Selected Programs and Equal Access Initiatives[124]

Programs and equal access initiatives in the examined programs are more aligned with the needs of the specific communities they serve than those in other models. The localization of the administration of these systems allows for specific communities, demographics, and student populations to be targeted when creating programs and initiatives.

Funding Sources

Funding sources for providers vary across systems and may come from a variety of sources or from one single source. There also may be multiple funding sources for specific programs within a system.

[123] Out of school time commonly refers to the hours between 3:00 p.m. and 6:00 p.m., which is timeframe when students are no longer in school and are often unsupervised.
[124] Equal Access Initiatives refers to programs that are implemented to ensure that students of all characteristics, particularly low income, special education, and English Learners, are able to participate in extended learning opportunities.

Partnerships and Other Key Groups

Local systems often require some form of assistance from outside organizations so that their providers can effectively offer programs and services. Providers may rely on organizations such as the Charles Stewart Mott Foundation, federal grants like the 21st Century Community Learning Centers (CCLC), and state funding as revenue sources; community organizations to serve as host sites and to administer programming; and accreditation organizations or other entities to assist in enabling or providing afterschool and summer programs.

Quality Oversight, Standards, and Accountability

Quality oversight, standards, and accountability vary greatly between cities. There are a variety of standards that may be adopted, ways in which quality can be overseen, and methods in which providers and their staff can be evaluated. These standards vary depending on the city agency, department, division, or office responsible for ELO administration and programming. Some ELO systems will rely on providers' own efforts to adhere to standard quality guidelines published by organizations such as the National After School Association (NAA)[125] or the National Dropout Prevention Center,[126] while others will require some form of accreditation, review, or approval process by the governing body. Some ELO systems may conduct research to track outcomes of students who participate in their programs as a form of accountability and quality assurance.

Local Oversight Model Example 1: New York City

Overview and Governance Structure

In New York City, the Department of Youth and Community Development (DYCD) is responsible for facilitating and overseeing publicly funded ELOs. DYCD works with a network of community organizations to operate public ELOs particularly targeting low-income and middle-class students.[127] These ELOs are housed at sites around the city including schools, community centers, and facilities of other organizations. The most robust of these programs is the Comprehensive After School System of NYC[128] (COMPASS NYC), which is a system of over 900 providers that offer afterschool care and programming for school-aged children around the city in public and private schools, community centers, religious institutions, and public housing facilities.

125 (National AfterSchool Association, 2015)
126 (Hammond & Reimer, 2006)
127 (NYC DYCD, 2019)
128 (NYC DYCD, 2019)

Selected Programs and Equal Access Initiatives[129]

New York City's COMPASS School's Out New York City (SONYC) Pilot Program services middle school youth in the Administration for Children's Services (ACS) system and in the city's homeless shelters. Students included in the ACS system have been neglected, abused, or abandoned or are in the juvenile justice system. The program also partners with the Department of Homeless Services. The goal of the program is to create a community for the city's homeless and neglected students and keep them engaged in their education.[130]

Funding Sources

The NYC DYCD system is entirely funded by the city as part of the city budget and does not require program participants to pay any program fee nor does it require funding from outside sources such as community organizations or advocacy groups.[131]

Partnerships and Other Key Groups

The COMPASS NYC is a system of over 900 providers that offer afterschool care and programming for school-aged children around the city. While programs are funded by the city, the individual organizations and community centers that make up the COMPASS network provide additional supplemental resources to help meet the demand for afterschool and summer care. These partnering organizations range from public schools to local recreation centers to faith-based organizations.[132]

Quality Oversight, Standards, and Accountability

The New York DYCD providers are monitored in areas of responsibility, accountability, integrity, transparency, and the delivery of impactful results.[133] Standards vary across the various programs offered by providers in the system. For example, the SONYC program is required to offer its services for three hours per day, five days per week during the school year,[134] while the COMPASS Elementary model (elementary school version of the COMPASS NYC program) requires that services be offered on 13 school holidays.[135]

Local Oversight Model Example 2: Seattle

Overview and Governance Structure

The Seattle Department of Education and Early Learning Public Schools system uses its public school buildings as sites for public afterschool and summer care ELOs, but they are operated by

129 Equal Access Initiatives refers to programs that are implemented to ensure that students of all characteristics, particularly low income, special education, and English Learners, are able to participate in extended learning opportunities.
130 (NYC DYCD, 2019)
131 (The Council of The City Of New York, 2017)
132 (NYC DYCD, 2019)
133 (NYC DYCD, 2019)
134 (NYC DYCD, 2019)
135 Ibid

licensed community care providers or by the Seattle Parks and Recreation/Associated Recreation Council.[136] The ELOs are offered in 93 percent of Seattle public elementary schools but are not operated directly by the schools themselves.[137] Programs for middle school-aged and older children are provided by community-based organizations outside of the public school system.

Selected Programs and Equal Access Initiatives
The Seattle Public Schools system provides the Skills Center that offers summer programs. The Skills Center offers Career and Technical Education (CTE) for high school students to promote college readiness or to prepare students for professional certifications in a variety of fields. The program is free to those who use it.

Funding Sources
The variety of programs that work under the Seattle Public Schools' ELOs range from being funded by the Seattle Department of Education and Early Learning to being funded by program fees paid by participants.

Partnerships and Other Key Groups
In Seattle, the afterschool system partners with national accrediting agencies that are used to ensure program quality and adherence to quality standards and guidelines. The two national accrediting organizations that operate in the Seattle system are the National After School Association (NAA)[138] and the National Association for the Education of Young Children (NAEYC).[139] The system also partners with community organizations to serve as providers.

Quality Oversight, Standards, and Accountability
Seattle's public ELOs make significant efforts to ensure their programs are of high quality and accomplish a variety of goals. Quality assurance is managed by a collaborative effort among the Seattle Public Schools, Seattle Parks and Recreation/Associated Recreation Council (ARC), and national accrediting agencies. NAA and NAEYC are national accrediting organizations that evaluate program quality for ELO programs. These accrediting organizations function by having their programs conduct rigorous self-evaluations based on NAA or NAEYC program quality criteria and then conduct follow-up endorsement visits to confirm the validity of the self-evaluation.[140]

136 (Seattle Public Schools, 2019)
137 (Seattle Public Schools, 2019)
138 (National AfterSchool Association, 2019)
139 (National Association for the Education of Young Children, 2019)
140 (Seattle Public Schools, 2019)

Local Oversight Model Example 3: Washington, D.C.

Overview and Governance Structure
The Washington, D.C. OSTP programs are operated by DC Public Schools (DCPS) in 54 public school locations.[141] DCPS teachers, paraprofessionals, and professionals from community-based organizations work together to provide activities and programming. The DCPS coordinate and administer all programs using DCPS staff while also enlisting the assistance of these community-based organizations to better provide a wide variety of academic enrichment and extracurricular activities.

Selected Programs and Equal Access Initiatives
The Washington DCPS OSTP offers programs focus on academic and extracurricular enrichment. The goal of the activities is to develop new skill sets in students and introduce them to new hobbies. The overall desired outcome is to improve school attendance, academic achievement, graduation rates, and attitudes toward learning.[142]

Funding Sources
The DCPS OSTP system is funded by program fees. Participants are charged monthly co-pays of $94.50 for the months of September through May for a total payment of $850.50 per year per student participant. The program is cost-free for families that fall into any of the following categories:

- Families that receive TANF or Medicaid
- Homeless students, unaccompanied minors, and foster youth
- Families that demonstrate financial need
- Families who do not qualify for TANF or Medicaid due to their legal status in the United States[143]

Partnerships and Other Key Groups
In Washington, D.C., the DCPS OSTP partners with a wide variety of organizations including government agencies and departments, local and national non-profit organizations, as well as both public and private entities. The purposes of these partnerships range from funding, to technical support, to serving as provider sites of afterschool programs.[144]

Quality Oversight, Standards, and Accountability
The Washington, D.C. OSTP providers are required to operate from the end of the school day until 6:00 p.m. each school day.[145] The providers encourage their participants to attend

141 (DC Public Schools, 2019)
142 (DC Public Schools, 2019)
143 (DC Public Schools, 2019)
144 (DC Public Schools, n.d.)
145 (DC Public Schools, 2019)

afterschool for at least 2.5 hours each day based on research that indicates that this amount of time spent daily in afterschool care results in the learning equivalent of nearly two months in school.[146]

State Oversight Model: Overview of Model

The examination of the State Oversight Model will focus primarily on the California After School Education and Safety (ASES) program and the Iowa Department of Education Before and Afterschool Programs.

Overview and Governance Structure

In the following programs, it is the state department or board of education that is responsible for the general administration and oversight of the afterschool or summer extended learning system. While the state's level of involvement may vary, the state department, board of education, or specified subsidiary office or division that is directly responsible for the provision of public ELOs. Involvement of the state department or board of education ranges from limited to direct on a state-by-state basis. Systems with limited involvement allow for the provision of public ELOs to all students without demanding a significant dedication of the state's financial or human resources by allowing individual providers to be privately administered under public supervision. In systems with direct involvement, the state is responsible for all aspects of the administration and implementation of ELO programs.

Selected Programs and Equal Access Initiatives

Programs and equal access initiatives vary greatly across states and often depend on demographics specific to each. Systems typically emphasize a balance of a variety of forms of academic enrichment and extracurricular, non-academic programming. Most systems require a certain amount of time for homework help, tutoring, or academic enrichment that serves as a supplement to in-school curricula. Additionally, most systems integrate several forms of extracurricular activities in a variety of areas ranging from sports, to performance arts, to culinary arts.

Funding Sources

State Oversight Model systems are funded at least in part by the state as an allocation in the budget. Some providers charge small fees for ELO programs to allow for increased programming or to make up the difference between operating costs and the allocated public funding. Providers that charge fees for participation typically offer some form of need-based financial aid.

146 (DC Public Schools, 2019)

Other Key Groups

Regardless of the state's level of oversight or involvement in the administration of its programs, every state that uses this model relies on other organizations to some extent. Whether for funding, technical support, administrative support, regulation, or any other area of assistance, outside groups play a key role in the success of the ELOs.

Quality Oversight, Standards, and Accountability

In State Oversight Model systems, quality oversight and accountability are often left to each individual provider and are not closely monitored by the governing authority of the state. In many cases, the extent of state quality oversight and accountability is in the adherence to state licensing requirements. Typically, these requirements are related to the ratio of children to staff, facility specifications, certifications, hours of operation, and capacity. Licensing requirements are not related to the development of program curricula or other activities and programming. Operational policies and standards may vary between states and providers, however they are generally similar.

State Oversight Model Example 1: California

Overview and Governance Structure

The California After School Education and Safety (ASES) system is a limited involvement system. It is a partnership between the California Department of Education and local community organizations. California public schools serve as the sites, and the principal of each school is required to approve the site supervisor who is the administrator of all programming. The supervisor and staff coordinate with each school principal and school staff when designing individual programs. This fosters collaboration between the Department of Education employees and the ELO employees and allows for the state to retain substantial oversight of its afterschool providers.[147]

Selected Programs and Equal Access Initiatives

The California ASES system places its primary focus on educational and literacy elements. Providers offer tutoring and homework help in the core academic areas of reading, mathematics, history, and social studies. The educational enrichment element of the system focuses on supplementing the traditional academic focus areas with recreational activities such as art, music, physical activities, and health and nutrition promotion.[148]

Funding Sources

The California Department of Education fully funds all ASES programs in three-year grant periods. The current total funding level for ASES programs statewide is $550 million per year.

147 (California Department of Education, 2018)
148 (California Department of Education, 2018)

Each elementary school site's minimum annual funding amount is set at $27,000, while each elementary school site's maximum annual funding amount is set at $112,000. Each middle and junior high school site's maximum annual funding amount is $150,000.[149]

Other Key Groups

While the California ASES system is largely independent and does not require much assistance from partnering organizations, it does have some partners that offer various types of support. The California Comprehensive Center, the Glen Price Group, and the Partnership for Children & Youth are the system's primary partners.[150]

Quality Oversight, Standards, and Accountability

The California ASES program policies require providers to operate 15 hours per week and run until at least 6:00 p.m. Before school programs are required to operate for a minimum of 1.5 hours prior to the start of each school day and allow them to run up to two hours.[151] The ASES program has a system-wide set of quality standards established by the California After School Network (CAN). The providers in the system are required to conduct annual evaluations to determine adherence to quality standards and track measurable student outcomes in such areas as attendance, academic performance, and behavioral changes. The results of the annual evaluations are used by the California Department of Education to determine funding levels for each provider at the conclusion of each three-year grant cycle.[152]

State Oversight Model Example 2: Iowa

Overview and Governance Structure

The Iowa Department of Education Before and Afterschool system is a statewide limited involvement system offering before school, afterschool, and summer care services for Iowa students ages 5–17. Providers in this unique system range from public schools, to private afterschool organizations, to other public organizations. The focus of all providers is on constructive learning activities during out of school time to improve academic achievement and promote more positive social outcomes. [153]

Selected Programs and Equal Access Initiatives

The Iowa Department of Education offers a wide variety of programs through its providers. The department believes that a variety of enrichment activities are necessary for a high-quality afterschool system. Some of the enrichment activities offered by Iowa providers include

[149] (California Department of Education, 2018)
[150] (California Department of Education After School Division, 2014)
[151] Ibid
[152] (California Department of Education, 2018)
[153] (Iowa Department of Education, 2019)

tutoring, drug and violence counseling, character-building programs, volunteering, and college preparation.[154]

Funding Sources

The Iowa state budget allocates a certain amount of funding to each provider, and the state receives additional funding in the form of federal grants. Public school districts as well as public and private organizations are all eligible to receive state and federal funding for before and afterschool programs as well as summer programs.[155]

Other Key Groups

The Iowa Department of Education partners with the Iowa Afterschool Alliance (IAA) for purposes of establishing and maintaining quality standards and for other forms of support.[156]

Quality Oversight, Standards, and Accountability

The Iowa Department of Education uses a framework of quality standards published by the IAA. Each quality standard is accompanied by a corresponding set of indicators used by each individual provider to determine adherence to the standards. The Iowa Department of Education publishes semi-regular reports based on survey results relating to afterschool care. Most recently, the department has focused on barriers to access as its primary area of evaluation.[157]

Provider Network Model: Overview of Model

The examination of the Provider Network Model will focus primarily on Maryland Out of School Time Network (MOST) and the Pennsylvania Statewide Afterschool/Youth Development Network (PSAYDN).

Overview and Governance Structure

The systems that operate under the Provider Network Model framework are the most unique and variable in their governance structures but are also the most prevalent across the country. Providers in this model administer programs that are not governed by a state or local government but instead by a network of both private afterschool providers and community-based organizations throughout a state. The networks may work as a governing body, an organizing body, an advocacy group, and/or a resource for providers. Some play active roles in the day-today and hands-on operations of providers, while others are more focused on advocating for afterschool to state and local governments and conducting research and compiling data to better advocate for policy change.

[154] (Iowa Department of Education, 2019)
[155] (Iowa Department of Education, 2019)
[156] (Iowa Department of Education, 2019)
[157] (Iowa Department of Education, 2019)

Selected Programs and Equal Access Initiatives
Programs and equal access initiatives are more dependent on each individual provider in the Program Network Model. Because the networks are statewide and less uniformly structured than the local or state models, it falls on individual providers to cater to the needs of the populations they serve. Some providers that operate within the boundaries of this model provide statewide programs or engage in equal access initiatives across their networks by utilizing the capacity they have to the fullest.

Funding Sources
In the Program Network Model, funding of the networks is entirely separate from the funding of individual providers. There are a variety of ways that individual providers can be funded including program fees, state or federal grants, local or state sources, donors, etc. This section specifically examines funding for the network structures and not the individual providers within each network.

Partnerships and Other Key Groups
Networks often rely on several other organizations to assist in providing services and quality care. Because the systems function as networks and not as government entities, there is often an equal collaboration between provider sites and external organizations to offer diverse programming.

Quality Oversight, Standards, and Accountability
Quality oversight, standards, and accountability vary greatly in scope among providers that fit the framework for the Provider Network Model. This is primarily due to the lack of government involvement in the system. Typically, any legal regulations or licenses for providers are overseen and enforced by the local or state governments. However, the curriculum design and quality improvement are left to the network systems or the providers themselves. Due to limited capacity, networks will often offer voluntary guidelines to serve as a tool from which their providers can build. Tracking factors such as student success and student outcomes may be conducted by ELO networks. Providers that track outcomes typically use the results to determine funding levels for upcoming years or to design or redesign programs.

Provider Network Model Example 1: Maryland

Overview and Governance Structure
The Maryland Out of School Time Network (MOST)[158] is a statewide youth development organization primarily focused on the advocacy and development of afterschool programs. The network advocates for the policy interests of afterschool and summer programs to both state and local governments, creates a network of afterschool and summer care providers, and

158 (Maryland Out of School Time Network, 2019)

coordinates a variety of events focused on professional development, advocacy, and networking. The network is governed by a steering committee, which is a statewide body of volunteer members who serve one-year terms. MOST is staffed by an executive director, MENTOR director (who leads a program that serves children with mental health challenges), special projects manager, AmeriCorps VISTA program coordinator, and quality advisor.[159]

Selected Programs and Equal Access Initiatives
A prime example of the network model equal access initiative is the Baltimore Out-of-School Time Inclusion Project.[160] The program began in 2014, and there are currently 28 participating programs in the City of Baltimore. The goal of the program is to increase access to afterschool and summer care programs for low-income youth with disabilities, citing that "youth with disabilities are over-represented among chronically absent students, over-represented among students who leave school without completing, and over-represented among students who are suspended and arrested in school."[161] This focus on students with disabilities allows providers to work toward being more accessible and effective for youth struggling with physical or mental disabilities.

Funding Sources
MOST receives most of its funding from the Charles Stewart Mott Foundation. In 2016 the foundation provided a grant for Educational Excellence in the amount of $225,000.[162] This grant is used to fund MOST programming such as advocacy, conferences, and professional development efforts. The network does not supply funding to its individual providers. Its website offers a list of resources for providers to explore for potential funding from local and national organizations. The network also accumulates funding from several other organizations in the form of grants and donations.

Partnerships and Other Key Groups
MOST utilizes a wide variety of organizations to support its network of providers. These organizations include:

- AmeriCorps VISTA
- Maryland MENTOR
- Technovation
- Baltimore Robotics Center
- Code in the Schools
- FutureMakers

159 (Maryland Out of School Time Network, 2019)
160 (Maryland Out of School Time Network, 2019)
161 (Maryland Out of School Time Network, 2019)
162 (Charles Stewart Mott Foundation, 2019)

- Digital Harbor Foundation
- LET'S GO Boys and Girls, Inc.
- Maryland Science Olympiad
- University of Maryland Extension 4-H
- Alliance for a Healthier Generation

These organizations serve a variety of purposes and functions for MOST and allow it to provide quality programming and services for its providers.[163]

Quality Oversight, Standards, and Accountability

All providers in MOST are licensed by the Maryland State Board of Education. Aside from legal requirements, the network publishes and provides a quality standards framework to which all member providers are expected to adhere.[164] To assist with quality guideline adherence, the network provides professional development workshops and hosts an annual statewide conference. MOST encourages an emphasis on quality STEM education in its programs and has established partnerships with several STEM-focused organizations throughout the state.[165]MOST, along with the Governor's Office for Children (GOC), Sharp Insight, LLC, and the Maryland After-School and Summer Opportunity Fund (MASOF), conducts outcome data research to determine student outcomes associated with afterschool and summer care. Outcomes are tracked in areas of return on investment, school attendance, academic outcomes, health behaviors, and high school graduation rates.

Provider Network Model Example 2: Pennsylvania

Overview and Governance Structure

The Pennsylvania Statewide Afterschool/Youth Development Network (PSAYDN) is an advocacy and capacity-building organization that works to create a network of afterschool care providers throughout the state. The organization employs the PSAYDN director, coordinator, and special projects coordinator.[166] The network is governed by a steering committee that is composed of leadership from the network's partnering organizations. There are three standing subcommittees consisting of member volunteers: policy and communications, quality, and sustainability.[167]

163 (Virginia Partnership for Out-of-School-Time, 2019)
164 (Maryland Out of School Time Network, 2010)
165 (Maryland Out of School Time Network, 2019)
166 (Pennsylvania Statewide Afterschool/Youth Development Network, 2019)
167 (Pennsylvania Statewide Afterschool/Youth Development Network, 2019)

Selected Programs and Equal Access Initiatives

PSAYDN has a program called Project Accelerate,[168] which is an initiative that focuses on science, technology, engineering, and math (STEM) across its out-of-school time providers. The network works to facilitate capacity building to enable its providers to establish STEM programs. The goals of the initiative are to enhance academic achievement in the classroom by improving STEM literacy outside of the classroom, develop STEM skills, and prepare students for future study of and careers in STEM.

Funding Sources

PSAYDN receives funding from several sources, which include:[169]

- Center for Schools and Communities
- Charles Stewart Mott Foundation
- The Heinz Endowments
- Pennsylvania Department of Education

Partnerships and Other Key Groups

PSADYN has partnerships with a variety of organizations that serve a wide range of purposes.[170] Some of the network's partners include:

- Afterschool Alliance
- Allegheny Partners for Out-of-School Time
- Attendance Works
- Big Brothers Big Sisters Independence Region (Southeastern Pennsylvania)
- Central Pennsylvania Workforce Development Corporation
- Chester Education Foundation
- Children's Museum of Pittsburgh
- Pennsylvania School Boards Association
- Philadelphia Department of Human Services
- Public Health Management Corporation
- United Way of the Greater Lehigh Valley
- YMCA of Greater Pittsburgh

This variety of both public and private sector partners assists the network in several ways. Functions of these partners range from assisting in ensuring equal access, to research and identifying best practices, to advocacy, to technical support, to quality assurance. The partnerships include local and statewide organizations and departments.

168 (Pennsylvania Statewide Afterschool/Youth Development Network, 2019)
169 (Pennsylvania Statewide Afterschool/Youth Development Network, 2019)
170 (Pennsylvania Statewide Afterschool/Youth Development Network, 2019)

Quality Oversight, Standards, and Accountability

PSAYDN's quality statement defines the core elements the network believes are essential to offering quality afterschool care. The four core elements outlined in the quality statement are structure and management, positive connections, safety and health, and activities. The network also provides a self-assessment tool so providers can measure their adherence to the quality statement guidelines. The network publishes an annual director's report[171] detailing its future initiatives and highlighting selected success stories, but the network does not conduct comprehensive outcomes tracking on student success.

171 (Pennsylvania Statewide Afterschool Youth Development Network, 2019)

Appendix C. Self-Reported Extended Learning Programs Offered in Delaware Public Schools as of June 2019

Program Name	Organization	Site	Partnering Ages/Grades Served	Funding Source	Enrolled 2017–2018 School Year	Estimated Students
Appoquinimink						
			N/A Grades 6–8 Extra Time	Match Tax		
			N/A PreK–21 Years Extra	Time/Title I		
		Old State Elementary	Grades 1–5 IDEA B		113 Registered to date. Estimated 120.	
		Alfred G. Waters Middle School	Grades 6–8 IDEA B		31 Registered to date. Estimated 35.	
		Middletown High School and 18–21	Grades 9–12 IDEA B		21 registered to date. Estimated Years 30.	
		Appoquinimink Preschool	PreK, K IDEA B		88 Registered to date. Estimated	90.
Appoquinimink Credit Recovery	James H. Groves High School	Middletown	Grades 9–12	State Grant – Groves Adult Education Funding	60	
Appoquinimink Elementary Summer School Program	N/A	Bunker Hill Elementary School	Grades K–2	Extra Time/Title III	147	
Appoquinimink Middle Summer School Program	N/A	Alfred G. Waters Middle School	Grades 6–8	Extra Time/SS	38	
Appoquinimink Summer Camps		N/A Bunker Hill Elementary School /Appoquinimink High School	Grades 1–12	Tuition Registration Parents	302 Unique students occupying 383 total seats over 5 weeks.	
Brandywine						
After School Clubs	Carrcroft	Elementary School	Grades 3–5	Building	65	
Robotics Club	Robotics Club Carrcroft	Elementary School	6–12 Years	Carrcroft/ District	100	
Cheerleading	Carrcroft	Elementary School	Grades 3–5	Building	30	
Elementary Boys Basketball	Carrcroft	Elementary School	Grades 4–5	Building	60	
Elementary Girls Basketball	Carrcroft	Elementary School	Grades 4–5	Building	25	

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year
Flag Football	Carrcroft Elementary School	Carrcroft	Grades 3–5	Building	70
Girls on the Run	Girls on the Run Carrcroft	Carrcroft Elementary School	Grades 3–5	Building/ Agency	25
St. Mary Magdalen Basketball	Carrcroft Elementary School	Carrcroft		St. Mary Magdalen	50
Reeling Dance	Dance Carrcroft Elementary School	Carrcroft	6–12 Years	Reeling Dance	100
Soccer Shots	Soccer Shots Carrcroft	Carrcroft Elementary School	6–12 Years	Soccer Shots	120
Young Rembrandts	Young Rembrandts Elementary School	Carrcroft	6–12 Years	Young Rembrandts	100
Enrichment/Academic Program Support	Academic Forwood Elementary School	Forwood	Grades 4–5	Building Budget	40
Flag Football & Cheerleading	Football, Cheerleading Forwood Elementary School	Forwood	Grades 4–5	Building Budget	50
Forwood Foxes Basketball	Forwood Elementary School	Forwood	Grades 4–5	Parents/ Basketball Shirts	26
Robotics STEM	Robotics Forwood Elementary School	Forwood	Grades K–5	Internal Accounts for Shirts and Building Budget (to pay teacher the extra time)	16
Soccer	Soccer Forwood Elementary School	Forwood	Grades 2–5	Parents/ Shirts	23
4-H Club	Springer Middle School	Springer Middle	Grades 6–8	N/A	10
All-State Chorus (Chorale)	Rehearsals Springer Middle School	Springer Middle	Grades 6–8	Local	Between 10–20
B.A.R.K. Program	Springer Middle School	Springer Middle	Grades 6–8	Local	Between 10–20
Business Professionals of America	Springer Middle School	Springer Middle	Grades 6–8	Local	Between 10–20
Chess	Springer Middle School	Springer Middle	Grades 6–8	Local	Between 10–20
Drama	Springer Middle School	Springer Middle	Grades 6–8	Local	Between 50–60
Energy Club	Springer Middle School	Springer Middle	Grades 6–8	Local	Between 10–20

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year
Homework Club	Springer Middle School	Springer Middle	Grades 6–8	Local	Between 10–20
Jazz Band	Springer Middle School	Springer Middle	Grades 6–8	Local	Between 10–20
Math Help	Springer Middle School	Springer Middle	Grades 6–8	Local	Between 10–20
Math League	Springer Middle School	Springer Middle	Grades 6–8	Local	Between 10–20
Musical	Springer Middle School	Springer Middle	Grades 6–8	Local	Between 50–60
National Junior Honor Society	Springer Middle School	Springer Middle	Grades 6–8	Local	Between 10–20
Odyssey of the Mind	Springer Middle School	Springer Middle	Grades 6–8	Local	Between 10–20
Rapid Readers	Springer Middle School	Springer Middle	Grades 6–8	Local	Between 10–20
School Store	Springer Middle School	Springer Middle	Grades 6–8	Local	Between 10–20
Science Olympiad	Springer Middle School	Springer Middle	Grades 6–8	Local	Between 10–20
Student Council	Springer Middle School	Springer Middle	Grades 6–8	Local	Between 10–20
TSA	Springer Middle School	Springer Middle	Grades 6–8	Local	Between 10–20
VEX Robotics	Springer Middle School	Springer Middle	Grades 6–8	Local	Between 10–20
World Language Help	Springer Middle School	Springer Middle	Grades 6–8	Local	Between 10–20
Yearbook	Springer Middle School	Springer Middle	Grades 6–8	Local	Between 10–20
Boys Lacrosse Club	Talley Middle School	Talley Middle	Grades 6–8	Local	20
Art Club	Talley Middle School	Talley Middle	Grades 6–8	Local	45
Basketball Club	Talley Middle School	Talley Middle	Grades 6–8	Local	35
Business Professionals of America/Girls Who Code	Talley Middle School	Talley Middle	Grades 6–8	Local	15
Cross Country Club	Talley Middle School	Talley Middle	Grades 6–8	Local	10
Drama Club	Talley Middle School	Talley Middle	Grades 6–8	Local	70
Family, Career & Community Leaders of America	Talley Middle School	Talley Middle	Grades 6–8	Local	20
Girls Lacrosse Club	Talley Middle School	Talley Middle	Grades 6–8	Local	20
Jazz Ensemble	Talley Middle School	Talley Middle	Grades 6–8	Local	30
Math League	Talley Middle School	Talley Middle	Grades 6–8	Local	20
National Junior Honor Society	Talley Middle School	Talley Middle	Grades 6–8	Local	41

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year
Odyssey of the Mind		Talley Middle School	Grades 6–8	Local	10
Science Olympiad		Talley Middle School	Grades 6–8	Local	15
Student Council		Talley Middle School	Grades 6–8	Local	10
Students Against Violence Everywhere (SAVE) Club		Talley Middle School	Grades 6–8	Local	10
Technology Student Association (TSA)		Talley Middle School	Grades 6–8	Local	11
Tri-M Music Honor Society		Talley Middle School	Grades 6–8	Local	30
VEX Robotics		Talley Middle School	Grades 6–8	Local	20
Yearbook Club		Talley Middle School	Grades 6–8	Local	15
Art		Brandywine High School	Grades 9–12	Local	20
Art Honor Society		Brandywine High School	Grades 9–12	Local	38
Band		Brandywine High School	Grades 9–12	Local	60
Drama		Brandywine High School	Grades 9–12	Local	40
Educators Rising		Brandywine High School	Grades 9–12	Local	20
Interact		Brandywine High School	Grades 9–12	Local	0
LGBT/GSA		Brandywine High School	Grades 9–12	Local	23
Math League Freshman		Brandywine High School	Grades 9	Local	6
Math League So/Jr/Sr		Brandywine High School	Grades 10–12	Local	15
National Honor Society		Brandywine High School	Grades 9–12	Local	73
Odyssey of the Mind		Brandywine High School	Grades 9–12	Local	5
Robotics		Brandywine High School	Grades 9–12	Local	15
Science Olympiad		Brandywine High School	Grades 9–12	Local	15
Spanish Honor Society		Brandywine High School	Grades 9–12	Local	20
Tri-M Music		Brandywine High School	Grades 9–12	Local	10
Anti-Bullying		Concord High School	Grades 9–12	Local	50
Art		Concord High School	Grades 9–12	Local	22
Band	Concord Friends of Music	Concord High School	Grades 9–12	Local	Band 200, Concert Band 150, Marching Band 65, Jazz Band 30

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year
Crew		Concord High School	Grades 9–12	Local	24
DECA		Concord High School	Grades 9–12	Local	33
Drama		Concord High School	Grades 9–12	Local	130
Educators Rising (FEA)		Concord High School	Grades 9–12	Local	7
Gay/Straight Alliance		Concord High School	Grades 9–12	Local	15
Honor Society		Concord High School	Grades 9–12	Local	22
Interact	Wilmington Rotary	Concord High School	Grades 9–12	Local	30
Math League		Concord High School	Grades 9–12	Local	27
Math League		Concord High School	Grades 9–12	Local	35
National Honor Society		Concord High School	Grades 9–12	Local	22
Science Honor Society		Concord High School	Grades 9–12	Local	25
Science Olympiad		Concord High School	Grades 9–12	Local	30
TSA		Concord High School	Grades 9–12	Local	20
VEX Robotics		Concord High School	Grades 9–12	Local	20
Band		P.S. duPont Middle School	Grades 6–8	Local	170
Drama		P.S. duPont Middle School	Grades 6–8	Local	70
Girls on the Run (spring)		P.S. duPont Middle School	Grades 6–8	Local	12
LGBT		P.S. duPont Middle School	Grades 6–8	Local	10
Math League 1		P.S. duPont Middle School	Grades 6–8	Local	25
Math League 2		P.S. duPont Middle School	Grades 6–8	Local	25
National Junior Honor Society		P.S. duPont Middle School	Grades 6–8	Local	145
Public Speaking (formerly named Debate Club)		P.S. duPont Middle School	Grades 6–8	Local	20
Science Olympiad		P.S. duPont Middle School	Grades 6–8	Local	28
Special Olympics		P.S. duPont Middle School	Grades 6–8	Local	18

Program Name	Organization	Site	Ages/Grades Served	Funding Source	Enrolled 2017–2018 School Year	Estimated Students
Student Council		P.S. duPont Middle School	Grades 6–8	Local		40
TSA		P.S. duPont Middle School	Grades 6–8	Local		41
VEX Robotics		P.S. duPont Middle School	Grades 6–8	Local		18
Maple Lane Before/Aftercare Program	None	Maple Lane Elementary	Grades K–5, Ages 5–11	None		Approximately 25 students
Summer Enrichment Program		Brandywine Middle School	Grades K–2	Local		75
Extended School Year (half-day program)		N/A Maple Lane School	Grades K–5	91050		151
Entitlement (full-day program)		N/A Hanby School	Grades K–5	91050		132
Extended School Year (half-day program)		N/A Talley Middle School	Grades 6–12	91050		40
Entitlement (full-day program)		N/A Talley Middle School	Grades 6–12	91050		110
Entitlement (full-day program)		N/A SITE Program (Claymont Community Center)	Ages 18–21	91050		20
Bush ESY/Entitlement		N/A Bush Early Education Center	Pre–K; Ages 3–	91050		87
		Talley Middle School	Grades 6–8	Title I		260 Summer visitation program to help 5th grade to 6th grade transition.

4

Caesar Rodney

Program Name	Organization	Site	Ages/Grades Served	Funding Source	Enrolled 2017–2018 School Year	Estimated Students
N/A Secondary Extra Time				Match Tax		
	University of Delaware	McIlvaine Early Childhood Center, Nellie Hughes Stokes Elementary School, W. Reily Brown Elementary School	Grades K–1	21st Century Grant for At-Risk Students		150
District Summer School Program		Postlethwait Middle School, Fifer Middle School, Air Base Middle School, Caesar Rodney High School	Grades 6–8	Local Funds		30

Program Name	Organization	Site	Ages/Grades Served	Funding Source	Enrolled 2017–2018 School Year	Estimated Students
Freshman Academy	Caesar Rodney	High School	Grades 9	Local Funds		300

Cape Henlopen

Program Name	Organization	Site	Ages/Grades Served	Funding Source	Enrolled 2017–2018 School Year	Estimated Students
		Beacon Middle School	Grades 6–8	Local Funding		
		Mariner Middle School	Grades 6–8	Local Funding		
		N/A	Grades 9–12	Local Funding		
Cape Carousel Program		First State Community Action Agency	Grades 4–8	Local Funding		
		H.O. Brittingham Elementary School	Grades 2–5	21st Century Grant		
		Richard A. Shields Elementary School	Grades 1–5	21st Century Grant		
		Rehoboth Elementary School	Grades 3–5	21st Century Grant		
		Milton Elementary School	Grades 2–5	21st Century Grant		
		N/A	Grades 8–12	Local Funding		

Capital

Program Name	Organization	Site	Ages/Grades Served	Funding Source	Enrolled 2017–2018 School Year	Estimated Students
Junior Achievement		Dover High School	Grades 9–12	21st Century Community Learning Center		125
Kent County Century/ Extra Time		School/Dover High School		Match Tax		
District Dover High School			Grades 9–12	Extra Time		20
Junior Achievement		East Dover Elementary School	Grades K–4	21st Century Community Learning Center		85
Century/ Extra Time				Match Tax		
DSU William Henry		Middle School	Grades 5–6	Verizon Minority Males		20
Junior Achievement		Middle School	Grades 5–6	21st Century Community Learning Center		120
Kent County Grant; Extra Time		School		Match Tax		
District South Dover		Elementary School	Grades 3–4	Extra Time		50

Partnering Ages/Grades Funding Enrolled 2017– Program Name Organization Site Served Source 2018 School Year				Estimated Students
District North Dover Grades 3–4 Extra Time 30 Elementary Match; School Grants; Donations				
Delaware State Central Middle Grades 7–8 Verizon 20 University School Minority Grant Males				
Junior Central Middle Grades 7–8 21st Century 120 Achievement School 21st Extra Time Century Learning Match Tax Center				
District Hartly Elementary Grades 3–4 Extra Time 30 School Match Tax				
District Booker T. Grades 3–4 Extra Time 50 Washington Match Tax Elementary School				
District Towne Point Grades 3–4 Extra Time 30 Elementary Match Tax School				
District Fairview Grades 3–4 Extra Time 30 Elementary Match Tax School				
District Dover High School Grade 7 STEM Extra Time Match Tax				
East Dover Entering Focus/Title I 30 Elementary Kindergarten School				
District East Dover Grades K–4 ESY/12- 100 Elementary ESY Month School				
District East Dover Grades K–4 Extra Time 30 Elementary ESL Match Tax School				
District Dover High School Grades 9–12 Extra Time 200 Match Tax				
District Central Middle School	Grades 7–8 Extra Time Match Tax			90
District William Henry Middle School	Grades 5–6 Extra Time Match Tax			75
District Kent County Community School/Dover High School/Booker T. Washington Elementary	Grades K–12			
Christina School District				
Director of Gallaher Grades K–5 Building 45 Computer Kids Elementary Budget Club School				

Partnering Ages/Grades Funding Enrolled 2017– Program Name Organization Site Served Source 2018 School Year			Estimated Students
After School Casimir Pulaski Grades 2–5 Title I 100 Tutoring and Elementary Enrichment School			
Tennis John R. Downes Elementary School	Grades K–5 Parents 30		
Brazilian Soccer John R. Downes Elementary School	Grades K–5 Parents 50		
Computer Kids John R. Downes Grades K–5 Parents 40 Club Elementary School			
Scouts (Cub) John R. Downes Elementary School	Grades K–5 Parents 20		
Drama Kids John R. Downes Elementary School	Ages 4–18 Parents Unlimited		
Mad Science John R. Downes Elementary School	Grades K–5 Parents 15		
Science Explores John R. Downes Elementary School	Grades 1–5 Parents 20		
Gymnastics John R. Downes Elementary School	Grades K–5 Parents 40		
Steel Drum John R. Downes Elementary School	Grades 4–5 No Cost 30		
YMCA Before/ After Care	Maclary Elementary School, Etta J. Wilson Elementary School	Grades K–5 Sliding Scale Parent Cost	
Delaware Bayard School Grades 6–8 Grant 25 Futures Funding			
21st Century Bayard School Grades 6–8 Grant 40 Grant Funding			
Boy Scouts Bayard School Grades 6–8 Grant 25 Funding			
After School Frederick Grades K–5 Grant 60 STEM Club Douglass Stubbs Funding Elementary School			
Chess Club Jennie E. Smith Elementary School	Grades K–5 No Cost 20		
Intramurals Jennie E. Smith Elementary School	Grades K–5 No Cost 40		

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year
	Lego League	Jennie E. Smith Elementary School	Grades K–5	No Cost	20
	Robotics League	Jennie E. Smith Elementary School	Grades K–5	No Cost	20
	Girls on the Run	Jennie E. Smith Elementary School, Robert S. Gallaher Elementary School, Etta J. Wilson Elementary School	Grades 3–5		15–20
	21st Century Grant	Shue-Medill Middle School	Grades 6–8	Grant Funding	20
	After School Tutoring and Enrichment	Kirk Middle School	Grades 6–8	Grant Funding	48
	Drama Club	Kirk Middle School	Grades 6–8	EPER	60
	BPA	Kirk Middle School	Grades 7–8	EPER	40
	Harry Potter Club	Kirk Middle School	Grades 6–8	No Cost	20
	FFA	Kirk Middle School	Grades 7–8	EPER	40
	TSA	Kirk Middle School	Grades 7–8	EPER	40
	FCCLA	Kirk Middle School	Grades 7–8	EPER	40
	Multiple Afterschool Activities throughout Year	Delaware School for the Deaf	Grades K–12	Vista Grant through DVI	
Colonial					
Let Me Run Boys	Let Me Run Boys	Carrie Downie Elementary School	9–12 in Grades 4–5	Extra Time Match Tax	15
STEAM Club	N/A	Carrie Downie Elementary School	Ages 9–12 in Grades 4–5	Extra Time Match Tax	15
Adult English Class; After School Tutoring; Saturday Growth Academy; Soccer Shots	Soccer Shots	Castle Hills Elementary School	Ages 5–11 in Grades K–5; Parents of Students	Extra Time Match Tax	
Saturday Growth Academy; STEAM Club, Math 24; Drama Club; After School Enrichment; Let Me Run Boys; Girls on the Run; YAP	Girls on the Run; Let Me Run	Castle Hills Elementary School	Ages 9–11 in Grades 4–5	Extra Time Match Tax	

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year
STEAM Club, Science Olympiad, Coding/Gaming Club, After-School Tutoring, Math 24, Knights Table		George Read Middle School	Ages 11–15 in Grades 6–8	Extra Time Match Tax	Approximately 150
		Gunning Bedford Middle School	Ages 11–15 in grades 6–8	Extra Time Match Tax	
Math League, HOSA and STEAM Club, Gay Straight Alliance	Math League, HOSA	McCullough Middle School	Ages 13–15 in Grades 6–8	Extra Time Match Tax; EPER	45
After School Enrichment (Cooking Club, Cheerleading, STEAM, Math 24, Board Games, Walking Club)	YAP Girls on the Run	New Castle Elementary School	Grades 3–5	Extra Time Match Tax	
After School Academic Support		New Castle Elementary School	Grades 1–5	Extra Time Match Tax	
		Wilbur Elementary School	Grades K–5	Extra Time Match Tax	
		William Penn High School	Grade 11–12	Extra Time Match Tax	
		William Penn High School	Grades 9–12	Extra Time Match Tax	
YAP YAP Carrie Downie			Ages 8–12 in Extra Time		0
		Elementary School	Grades 3–5	Match Tax	
Extra Time NA Carrie Downie		Elementary School	10–20 in Grades 2–5	Extra Time Match Tax	
Girls on the Run Girls on the Run Carrie Downie		Elementary School	Ages 9–12 in Grades 3–5	Extra Time Match Tax	15
		Wilmington Manor Elementary School	Grades K–5	Extra Time Match Tax	315
		Castle Hills Elementary School	Ages 5–11 in Grades K–5	Extra Time Match Tax	
		William Penn High School	Grades 9–12	Extra Time Match Tax	
Girls on the Run (GOTR), Pleasantville GOTR First Lego League Competition			Grades Extra Time		GOTR & Lego League (9)
		School (PLV)	Grades 4–5		
Adult EL Classes	Pleasantville Elementary School (PLV)		Open to all grades K–5	Extra Time Match Tax	
EL Extra-Time Program	Pleasantville Elementary School (PLV)		EL students in Grades 3–5	Opportunity Grant	

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year
Soccer Shots & Drama Club		Pleasantville Elementary School (PLV)	Soccer Shots (K–3) & Drama K–5	None	
Champions Club (Technology, Basketball, Dance)		Pleasantville Elementary School (PLV)	Grades 4–5	Extra Time Match Tax	
	No Program	Carrie Downie Elementary School			
	SummerCollab	Castle Hills Elementary School – Site is Castle Hills – Tyler's Camp	Ages 9–11 in Grades 4–5		
STEAM Club		Pleasantville Elementary School (PLV)	All Students in Grades 4–5	Extra Time Match Tax	
Delmar					
Summer School Attendance		Delmar High School/Middle School	Grades 5–12	IDEA 611 and Title I	150–200
Lake Forest					
	NA	Lake Forest East Elementary School	Grades 1–3	Extra Time/Title I	30
	NA	Lake Forest North Elementary School	Grades 1–3	Extra Time/Title I	50
	NA	Lake Forest South Elementary School	Grades 1–3	Extra Time/Title I	50
	NA	W. T. Chipman Middle School	Grades 6–8	Extra Time/Title I	75
	NA	Lake Forest High School	Grades 9–12	Extra Time/Title I	60
	FAME, Inc.	W. T. Chipman Middle School	Grades 6–7	FAME, Inc.	50
Laurel					
Summer Remediation/Enrichment at Laurel Middle School	N/A	Laurel Middle School	Grades 6–8	Priority School Grant Funds	115
Summer Elementary Enrichment/Remediation	N/A	North Laurel Elementary	Grades 2–4	Federal Consolidated Grant	63
Summer 12-Month Special Education	N/A	District	Pre-K–12	Local Extra Time Funds	30
Summer ESY Special Education	N/A	District	Grades 9-12	Local Extra Time Funds	42
Summer Credit Recovery at Laurel High School	N/A	Laurel High School	Pre-K–12	Local Extra Time Funds	45

Program Name	Partnering Organization	Site	Ages/Grades Served	Funding Source	Estimated Students Enrolled 2017–2018 School Year
Bulldogs Bound for Success After School Program	N/A	North Laurel Elementary School	Grades 9–12	Federal Consolidated Grant	52
After School Tutoring at Laurel High School	N/A	Laurel High School	Grades 2–4	Federal Consolidated Grant	N/A
Milford					
	University of Delaware 4-H Cooperative	Milford Central Academy/Milford High School – 4-H	Grades 6–12	21st Century Grant	50 (with hopes to expand) This partnership provides after school activities for students in Milford Central Academy and Milford High School.
	N/A	Milford Central Academy – After School Tutoring	Grades 6–8	Local	150+ Milford School provides content tutoring after school throughout the school year
	N/A	Milford High School – After School Tutoring	Grades 9–12	Local	150+ Milford provides content tutoring after school throughout the school year
	University of Delaware 4-H Cooperative	Milford Central Academy – 4-H	Grades 6–12	21st Century Grant	50; This program provides summer services including field trips, activities and educational support.
	N/A	Milford Central Academy/Milford High School – Credit Recovery	Grades 6–12	Local	185; This program offers credit recovery services for identified students who need additional credits to advance.
	N/A	Milford Central Academy/Morris Early Childhood Center – Special Education	All	Local Tuition and IDEA	85; This program offers year-round and extended school year services for identified special

Partnering Ages/Grades Funding Enrolled 2017– Program Name Organization Site Served Source 2018 School Year				Estimated Students
				education students.
	N/A Lulu M. Ross Elementary School – Ross Rangers	Grades 1–5	State Opportunity Grant	50; This program provides summer educational services identified English Learner students. The program will be a two-week summer camp in preparation for the upcoming school year.
	N/A Morris Early Childhood Center – K Readiness		Pre-K Title I	50; This is a pilot program for identified Pre-K students entering kindergarten. Students will be identified using the K Screener.
POLYTECH				
Afterschool as Needed				
Red Clay Consolidated				
	ELL Austin D. Baltz Elementary School (Warner/Heritage site)	Grades K–4	RC	10
After School Clubs – Session 1 (10 weeks; October to January)	Austin D. Baltz Elementary School	Grades 2–5	1003-G Focus Grant	80
After School Clubs – Session 2 (10 weeks; February to March)	Austin D. Baltz Elementary School	Grades 2–5	1003-G Focus Grant	80
After School Band (yearlong two times per week)	Austin D. Baltz Elementary School	Grades 4–5	Red Clay	25
YMCA Before and After Care	Austin D. Baltz Elementary School	Grades K–5	Parents	20
New Castle County Camp	Brandywine Springs School	Grades K–5	NCC	
	Italian Camp	Cooke Elementary School	Grades K–5	Parents

Partnering Ages/Grades Funding Enrolled 2017– Program Name Organization Site Served Source 2018 School Year				Estimated Students
ESY and ELL Heritage	Grades 1–5	Red Clay	Approximately Summer School	200
Highlands	Highlands Elementary School	Grades 3–5	Strategic Wildcat Den Grant	55
Boys & Girls Club	Highlands Elementary School	Grades K–5		
Latin American Community Center (afterschool program)	Lewis Dual Language Elementary School	Grades K–5	Parents	50
SMART Academy (after school)	Lewis Dual Language Elementary School	Grades 3–5	21st Century	100
SMART Academy (summer)	Lewis Dual Language Elementary School (Warner site)	Rising 3–5	21st Century	35
Boys & Girls Club	Linden Hill Elementary School	Grades K–5	Parents	125
Odyssey of the Mind	Linden Hill Elementary School	Grades 3–5	Strategic Grant	40
Science Olympiad	Linden Hill	Grades 1–5	Strategic Grant	40
Computer Kids, Drama Kids, Science, Spanish	Mad Elementary School	Grades K–5	Parents	150
Drama for Kids	Marbrook Elementary School	Grades 2–5	Strategic Grant	20
Spanish Club	Marbrook Elementary School	Grades 2–5	Strategic Grant	6
Walking Club	Marbrook Elementary School	Grades 2–5	Strategic Grant	10
Computer Kids	Marbrook Elementary School	Grades 2–5	Strategic Grant	20
Bricks 4 Kids	Marbrook Elementary School	Grades 2–5	Strategic Grant	40
Petite Yogi	Marbrook Elementary School	Grades 2–5	Strategic Grant	7

Partnering Program Name	Organization	Site Served	Ages/Grades	Funding Source	Enrolled 2017–2018 School Year	Estimated Students
4-H DEL State		Marbrook Elementary School	Grades 2–5	Strategic Grant		8
Science Ambassadors/ Engineering CSW		Marbrook Elementary School	Grades 2–5	Strategic Grant		40
ESY Program	Anna P. Mote	Mote Elementary Services School	Grades 1–5	Special		
Odyssey of the Mind		Anna P. Mote Elementary School	Grades 4–5	Strategic Grant		
Before School Tutoring	Anna P. Mote	Anna P. Mote Elementary School	Grades 2–5	Strategic Grant		
YMCA Before and Afterschool	Anna P. Mote	Anna P. Mote Elementary School				
SMART Academy (after school)		Richardson Park Elementary School	Grades 3–5	21st Century		100
SMART Academy (summer)		Richardson Park Elementary School (site Richey)	Rising 3–5	21st Century		40
Boys & Girls Club	Richey	Richey Elementary School	Grades K–5	Parent		
New Castle County Elementary		Richey Elementary School	Grades K–5	Parent		
Smart Academy	Richey	Richey Elementary School	Grades 3–5	District	43	
Boys & Girls Club (yearlong and Academy summer)	Evan G. Shortlidge	Evan G. Shortlidge Academy	Grades K–2	21st Century		60–100
After School Tutoring/ Academy Plan Grant	Evan G. Shortlidge	Evan G. Shortlidge Academy	Grades K–2	Strategic Grant		40
Reading						
Basketball						
Art Club	Evan G. Shortlidge	Evan G. Shortlidge Academy	Grades K–2	Building Budget		20
Mentoring	Evan G. Shortlidge	Evan G. Shortlidge Academy	Grades K–2	Strategic Plan Grant		15
CFF Summer Programs		Evan G. Shortlidge Academy	Grades K–2	Children & Families First		
Boy and Girl Scouts		Evan G. Shortlidge Academy	Grades K–2	CFF		60
Yoga		Evan G. Shortlidge Academy	Grades K–2	CFF		10
Community Garden	Evan G. Shortlidge	Academy	Grades K–2	CFF		35

Partnering Program Name	Organization	Site Served	Ages/Grades	Funding Source	Enrolled 2017–2018 School Year	Estimated Students
Drone Club with Charter School of Wilmington High School	Evan G. Shortlidge Academy	Charter School of Wilmington	Grades K–2	Charter		40
Warner Elementary School Summer School; ESY; ELL	Emalea P. Warner Elementary School		Grades 3–5	21st Century Grant		Approximately 200 (all programs)
Children & Families First						
Student Ambassadors	Alexis I. du Pont Middle School		Grades 6–8	FOCUS		20
Achievement Matters	Alexis I. du Pont Middle School		Grades 6–8	FOCUS		20
Just Mentoring	Alexis I. du Pont Middle School		Grades 6–8	Grant		15
Art Club	Alexis I. du Pont Middle School		Grades 6–8	FOCUS		15
Garden Club	Alexis I. du Pont Middle School		Grades 6–8	FOCUS		10
Girls on the Run	Alexis I. du Pont Middle School		Grades 6–8	FOCUS		25
Gay/Straight Student Alliance	Alexis I. du Pont Middle School		Grades 6–8	FOCUS		10
Summer STEM Camp	Conrad Schools of Science		Grades 6–8	Red Clay		100
ELL, Autism, and ESY Summer School	Skyline Middle School					
RCCSD Summer School	Stanton Middle		Grades 8–12	Red Clay		
Baltz Elementary (Mote site)		ESY Opportunities	Grades K–4	RC		26

Seaford

Seaford Boys & Girls Club	Seaford Boys and Girls Club		Grades 3–5	21st Century Grant		100
Credit Recovery/SAT Prep	Seaford High School		Grades 9–12	Extra Time Match Tax		50
Credit Recovery/SAT Prep	Seaford Middle School		Grades 6–8	Extra Time Match Tax		50
Seaford Community Connections	N/A		Grades K–5	Extra Time Match Tax		75
Credit Recovery	N/A		Grades 6–12	Extra Time Match Tax		125

Smyrna

After School Program	Boys & Girls Club	Clayton Elementary School, Also Attended by Clayton Intermediate School Students	Grades K–6	Parents/ Boys & Girls Club		20–30

Program Name	Organization	Site	Ages/Grades Served	Funding Source	Enrolled 2017–2018 School Year	Estimated Students
After School Program Boys & Girls Club North Smyrna	Boys & Girls Club	Smyrna Elementary	Grades K–6	Parents/		20–30
After School Program Boys & Girls Club Sunnyside	Boys & Girls Club	Sunnyside Elementary	Grades K–6	Parents /		20-30
After School Program Boys & Girls Club John Bassett Moore Intermediate School, Also Attended by SES Students	Boys & Girls Club	John Bassett Moore Intermediate School	Grades K–6	Parents/		15–20
Homework Help John Bassett		John Bassett Moore Intermediate School	Grades 5–6	Extra Time Match Tax/ Local		15–20
Homework Help Clayton		Clayton Intermediate School	Grades 5–6	Extra Time Match Tax/ Local		15–20
Homework Help Smyrna Middle		Smyrna School	Grades 7–8	Extra Time Match Tax/ Local		15–20
Homework Help Smyrna High			Grades 9–12	Extra Time School Match Tax/ Local		20–30
On-line Credit Recovery	N/A		Grades 7–12	Students		15–20
Extended School Year (Identified Students)	Charlton School	Charlton School	K–12	IDEA District		25
Sussex Tech						
Techademic Coaching: Two-hour afterschool program available year-round Monday to Thursday for all students for extra help with math, science, English, social studies, Spanish, computer research, and make-up testing.	None	Sussex Tech High School	Grades 9–12	Local Funds and Federal IDEA	1,240 Enrolled Students	

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